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GENERAL

1. Asher, Eston Jackson (Purdue U., Lafayette, Ind.), Tiffin, Joseph, & Knight, Frederic B. *Introduction to general psychology*. Boston: D. C. Heath, 1953. xvi, 515 p. \$4.25.—Based on "Psychology of normal people" (see 21: 1714), this text brings that book up-to-date, remedies certain of its shortcomings, and gives a more comprehensive coverage. There are new chapters on Development of the individual, Body structures and behavior, and Motivation, while 5 chapters have been rewritten and 2 omitted. Throughout, obsolete material has been deleted and recent research findings included.—(A. J. Sprow).

2. Bernhardt, Karl S. (U. Toronto, Can.) *Practical psychology*. (2nd ed.) New York: McGraw-Hill, 1953. xii, 337 p. \$3.75.—A revision of an earlier edition which was written with "scientific accuracy while avoiding terminology which would be too technical without supplementary lecture and laboratory work." Chapters on aptitude measurement and personal happiness and efficiency have been added. Outlines at the end of each chapter, a glossary of psychological terms and a list of books for further reading are also included.—(M. J. Wayner, Jr.).

3. Cole, Lawrence E. (Oberlin Coll., O.) *Human behavior; psychology as a bio-social science*. Yonkers-on-Hudson, N. Y.: World Book Co., 1953. xi, 884 p. \$5.50.—The materials of psychology have been organized into 7 parts: The nature of the psychological problem; Growth and development; Motivation and the affective processes; The modification of behavior; Attending and perceiving; The reasoner; and The structure and dynamics of the self-system. The largest section is devoted to the self-system because of the rise of clinical psychology and the spread of the psychoanalytic interpretation of life. The chapter on the normal personality attempts an integration for the student after he has worked his way through a sizable body of facts. Chapter references.—(A. J. Sprow).

4. Dunham, Barrows. *Giant in chains*. Boston: Little, Brown, 1953. xi, 267 p. \$3.75.—A popular discussion of some of the philosophical themes underlying every day problems. Hegelian dialectics, Marxist materialism, James's pragmatism, Whitehead's system, Kant's categorical imperative, logical positivism, empiricism, hedonism, and other dominant philosophical tenets are discussed. It is finally concluded that philosophy can serve man best by adopting the following ultimate ethical ideal, "the satisfaction of human needs with complete efficiency."—(G. Elias).

5. Emerson, Wallace. *Outline of psychology: a basic psychology with Christian implications*. Wheaton, Ill.: Van Kempen Press, 1953. xi, 480 p. \$6.00.—This is designed as a textbook for the introductory course in psychology dealing with the endocrines and central nervous system, the mind and

its attributes, and the interaction of mind with its environment as in sensation and learning. The author holds that the spiritual nature of man is a logical consideration of psychology. He therefore introduces ethical and religious questions arising from psychological facts.—(P. E. Johnson).

6. Flew, Antony G. N. (Ed.) (King's Coll., Aberdeen, Scotland.) *Logic and language (second series)*. New York: Philosophical Library, 1953. vii, 242 p. \$4.75.—A further collection (see 26: 2) of philosophical papers on linguistic problems of logic, with an introduction by the editor. Titles and authors are: Language strata (F. Waismann); Will the future be like the past? (F. L. Will); Universals (D. F. Pears); Categories (Gilbert Ryle); Is existence a predicate? (G. E. Moore); 'Every event has a cause' (G. J. Wamock); Incompatibilities of colours (D. F. Pears); Other minds (J. L. Austin); On grading (J. O. Urmson); Historical explanation (A. M. MacIver); Mathematics and the world (Douglas Gasking); and Theory construction (J. J. C. Smart).—(J. B. Carroll).

7. Hache, Joachim. Sonne, Wasser, Wind und Seele. (Sun, water, wind, and psyche.) *Psychologe*, 1953, 5, 138-142.—Nature and the psyche are governed by identical universal laws. The sun, water, and wind are elements which reflect the characteristics of the psyche. Symbolically, the sun represents the seed of consciousness. Water is the symbol of motherhood, and the wind represents life and vivacity. The author draws on mythology to develop his point of view.—(T. C. Kahn).

8. Hilgard, Ernest R. (Stanford U., California) *Introduction to psychology*. New York: Harcourt, Brace, 1953. x, 659 p. \$7.50.—Omitting the special senses, nervous system, genetics, and elementary statistics, the author organizes the volume's 25 chapters into 7 segments designated as: Introduction (1 chapter), Growth and development (3 chapters), Motivation, emotion and adjustment (5 chapters), Learning, perception, and thinking (5 chapters), Individuality (4 chapters, including intelligence and personality), Psychology applied to personal and social problems (5 chapters), and Psychology as a science and as a profession (2 chapters). 24-page glossary of terms; 25-page reference list.—(L. A. Pennington).

9. Lindgren, Henry Clay. (San Francisco State Coll., Calif.) *The art of human relations*. New York: Hermitage House, 1953. 287 p. \$3.50.—The major purpose of the author is to reveal to the intelligent reader, layman and professional alike, the contributions to successful social adjustment which have been made by the Interpersonal School of Horney, Fromm, Thompson, Mullahy, and H. S. Sullivan. As a result the volume is primarily oriented toward the "psychology of normal people." Chapters deal with such topics as the Importance of self-understanding, Anxiety: friend or foe?, Communication and emotional immaturity, The problem of freedom, Interpersonal re-

lations at work, interpersonal relations in courtship, marriage, and family living, and The therapy of everyday life.—(R. A. Littman).

10. Macalpine, Ida. "Meet it is I write it down..." *Psychoanal. Rev.*, 1953, 40, 158-159.—Psychoanalytic publications are often unreadable. Freud emphasized that extreme conciseness of presentation is imperative. Freud also felt that it would be impracticable to deal with technique and dynamics at the same time.—(D. Prager).

11. Marcel, Gabriel. *Men against humanity*. London: Harvill Press Ltd., 1952. 205 p. 18s.—The reader is invited to enter into an argument which the author is holding with himself on many contemporary problems. Among the themes discussed are: metaphysical and social crises; stoicism; technical progress; philosophical detachment; fanaticism; service to truth; and the spirit of fraternity. Chapter titles include: What is a Free Man?; Technical Progress and Sin; and The Crisis of Values in the Contemporary World.—(L. N. Solomon).

12. Neumann, Franz L., et al. *The cultural migration: the European scholar in America*. Philadelphia: University of Pennsylvania Press, 1953. 156 p. \$3.00.—This is the fifth volume of the Benjamin Franklin Lecture Series on contemporary America, and is devoted to the influences resulting from the intellectual migration to America in the thirties. 5 lecturers comment on their own experiences and impressions: Franz L. Neumann (The Social Sciences); Henri Peyre (The Study of Literature); Erwin Panofsky (The History of Art); Wolfgang Köhler (The Scientists and Their New Environment); and Paul Tillich (The Conquest of Theological Provincialism). Prof. Köhler's contribution is abstracted separately (see 28: 179).—(H. H. Strupp).

13. Nordquist, Gösta. *Praktisk psykologi*. (Practical psychology.) Stockholm: Svenska Kyrkans Diakonistyrelses Bokförlag, 1950. 155 p. kr. 7.50.—A collection of lectures and conference proceedings resulting from courses for clergymen and youth leaders. An attempt is made to illustrate in concrete fashion the best known theories from various schools of psychology. Recommendations are given concerning the clergyman's use of psychotherapy in ministering to his congregation.—(E. L. Stromberg).

14. Reich, Heinrich. *Modell der menschlichen Ganzheit*. (Model of human unity.) *Psychologe*, 1953, 5, 135-138.—This is a preliminary article postulating that the sign of the zodiac represents a cosmic engram which has significance in the developmental process of the human race and is, itself, symbolically representative of human unity.—(T. C. Kahn).

15. Ruch, Floyd L. (U. Southern California, Los Angeles.) *Psychology and life*. (4th ed.) Chicago: Scott, Foresman, 1953. vi, 492 p. \$4.75.—In this revision of the third edition (see 23: 423) the author has made the following major changes: (1) Chapters concerned with dynamics of behavior have been reorganized so that they follow in sequence; (2) Material on learning has been brought together, including a new chapter, "Thinking, Communication, and Persuasion;" (3) Statistical concepts have been shifted to an earlier part of the book, Chapter 2: "Personality and Individuality;" (4) Format has been changed to double column style.—(F. Costin).

16. Shakow, David. (U. Illinois Coll. Medicine, Chicago.) *Some aspects of mid-century psychiatry: experimental psychology*. In *Grinker, R. R., Mid-century psychiatry*, (see 28: 1140), 76-103.—Developments in psychology which might be considered as steps in the direction of establishing the science as fundamental to psychiatry are reviewed. Crucial areas for research are the systematic study of normal persons, psychoanalytic concepts, psychotherapy and its effects, and psychosomatics. 63 references.—(W. L. Wilkins).

17. Sinnott, Edmund W. *Two roads to truth; a basis for unity under the great tradition*. New York: Viking Press, 1953. xii, 241 p. \$3.50.—The book is a plea for a working philosophical partnership between science and religion. The tradition of Western civilization, with its emphasis upon reason and spirit, furnishes a basis for philosophical unity. While the total reconciliation of science and religion is probably impossible, a mutual respect for the findings of each is both possible and desirable. Agreement can be reached, however, only if we forsake the extremes of materialism and authoritarianism.—(P. E. Lichtenstein).

18. Spitz, Charlotte. *Zur Vielgestalt der Psychologie*. (The multiple aspect of psychology.) *Psychologe*, 1953, 5, 41-47.—The terminology of psychology has become the property of the layman who, too often, assumes that knowledge of the term is equivalent to understanding. The psychologist is not as naive, but he is confused by the many aspects which psychology has assumed in modern living. Psychology currently suffers from a lack of cohesiveness. As his contribution to cohesiveness the author presents a brief, interpretative, historical review of psychology.—(T. C. Kahn).

19. Thompson, Clara. (W. A. White Institute for Psychiatry, New York.) *Towards a psychology of women*. *Pastoral Psychol.*, 1953, 4(34), 29-38.—One of the weakest links in Freud's thinking was his psychology of women. The current rebellion of women against inferiority is not so much a biological as a cultural fashion. The struggle for superiority became associated symbolically with sex, but it is really a question of social status and function, as to what and who she is to be. Attempting to change a cultural pattern produces conflict in which those who have the advantage as men resist, and those who seek a change as women suffer inferiority and guilt in wanting to be different.—(P. E. Johnson).

20. Toulmin, Stephen. *The philosophy of science; an introduction*. New York: Longmans, Green, 1953. (Hutchinson's University Library.) viii, 176 p. \$2.40.—Using examples taken largely from the physical sciences, the author approaches such problems as the nature of scientific discovery, the nature of scientific law, the role of theory in science, and the assumption of the uniformity of nature. The steps in the transition from common sense to science are discussed in detail, and particular attention is devoted to an examination of the relationship of the scientist's theoretical constructs to actual existence.—(P. E. Lichtenstein).

21. Van der Hoop, J. H. *Verspreide geschriften*. (Disseminated writings.) Arnhem: Van Loghum Slaterus, 1952. 143 p. Hfl. 6.50.—Disseminated writings from the inheritance of the author, dealing with: psychotherapy and medical psychology (a pub-

lic lesson which did not take place in consequence of author's death); the signification of psychology for man and community; material freedom and economical values, which is the in draft completed third chapter of Part III of author's book "Spiritual freedom"; and finally the crises in marriage (radio speeches). A complete list of Van der Hoop's publications is added.—(M. Dresden).

22. Visco, Sabato. *La funzione sociale della scienza con speciale riguardo ai problemi dell'alimentazione*. (The social function of science with special regard to food problems.) *Ricerca Scientifica*, 1953, 23, 347-368.—The author suggests that in many ways the activities of primitive man were essentially scientific and served a social function. Scientific progress aids modern man in his struggle for freedom from want but also gives rise to social problems with implications for future organization of society. The most important of man's primary needs is that for food. Unfortunately the world's food production remains insufficient for its population of 2.5 billion people, hence the need for greater production and as a corollary, for better soil exploitation. Scientific progress does harmonize with ethical social values; one need not fear that dangerous imbalances between material welfare and spiritual elevation will arise.—(P. V. Marchetti).

23. Woodger, J. H. What do we mean by "inborn"? *Brit. J. Phil. Sci.*, 1953, 3, 319-326.—When we ask what is meant by speaking of inborn characters we fail to get satisfactory answers. A satisfactory solution to the problem of what is meant by inborn will probably entail the elimination of the word "character" as well as the word "inborn." The author suggests that there would be fewer misunderstandings in biology if we were to adopt the expressions "environmentally insensitive" and "environmentally sensitive" sets of lives to replace the terms inborn and acquired. Thus a set of lives is environmentally insensitive if and only if every environment, in which a member of the zygotic range of the set develops into a life having the appropriate time length, is also one in which the zygote develops into a member of the set. Conversely a set of lives is environmentally sensitive only if there exist environments in which a member of the zygotic range of the set attains the requisite time length but without developing into a member of the set.—(P. E. Lichtenstein).

Theory & Systems

24. Allport, Gordon W. (Harvard U., Cambridge, Mass.) *The trend in motivational theory*. *Amer. J. Orthopsychiat.*, 1953, 23, 107-119.—Motivational theory and psychodiagnostic methods which have been stressing unconscious motivation and projective techniques, must turn their attention to direct methods and ego psychology. Projective methods should not be employed without diagnosing motives by direct methods as well. In a healthy personality the bulk of motivation can be taken at its face value. The present psychodynamics of a life may in large part be functionally autonomous, even though continuous with early motivational formations. However, infantile fixations frequently occur and we do well to check on conscious report by indirect methods. The theory that all motives aim at the reduc-

tion of tensions must be revised, as the healthy, creative adult (the normal person) is dominated, rather, by preferred patterns of self-actualization. 17 references.—(R. E. Perl).

25. Ansbacher, H. L. (U. Vermont, Burlington.) *Causality and indeterminism according to Alfred Adler, and some current American personality theories*. *Indiv. Psychol. Bull.*, 1951, 9, 96-107.—Adler's views on causality and indeterminism are consistent with some recent trends in American personality theory. Adler can be viewed as a forerunner of current field theory. Similarities exist between his views and those of Lewin, Allport, and Murphy. On the other hand, Freud espoused "historical, instinctual determinism out of the subjective past, while Adler stood for ahistorical determinism out of the subjective future...." 21 references.—(A. R. Howard).

26. Arnold, Nita. What is an Adlerian? *Indiv. Psychol. Bull.*, 1951, 9, 143-145.—Adler's principles are enumerated. An Adlerian is one who accepts "this system in totality...uses his [Adler's] methods, applying his science in all fields of life for the welfare of the people."—(A. R. Howard).

27. Ballard, Edward G. (Tulane U., New Orleans, La.) *The routine of discovery*. *Phil. Sci.*, 1953, 20, 157-163.—"Archetypal thought represents an extreme idealization of routines... Modern philosophers of the concrete...make an idol of novelty. The fruitful method combines the ancient and the modern; it leads us to something new by means of a routine designed for that purpose.... Since errors lead inevitably to some kind of slavery, the order believed to hold at any one time requires to be kept open to revision by new insight."—(H. Ruja).

28. Beck, Maximilian. *The proper object of psychology*. *Phil. phenomenol. Res.*, 1953, 13, 285-304.—"Psychology is the science of psyche or soul; its object is neither consciousness nor bodily behavior." Reinterpreting Husserl's intentionality doctrine the author asserts that psychical acts are inner attitudes. Psychical phenomena are qualitatively completely different from what the behaviorist has substituted for them, even though it is true that the activity of the ego expresses itself in bodily gestures and is frequently accompanied by particular bodily functions.—(P. E. Lichtenstein).

29. Beecher, Willard, & Beecher, Marguerite. *Causality versus indeterminism*. *Indiv. Psychol. Bull.*, 1951, 9, 118-121.—"Cause-effect...is not a law of nature (objective reality) but rather, it is a way of looking at circumstance and experience." In cause-effect terms, the neurotic is a victim of prior causes; within the framework of indeterminism, neurosis "is the creation of the individual, over which he has control."—(A. R. Howard).

30. Beecher, Willard, & Beecher, Marguerite. *What makes an Adlerian?* *Indiv. Psychol. Bull.*, 1951, 9, 146-148.—"An Adlerian...chooses to view human behavior in the means-end frame of reference provided by Adler. And, at the same time, he gives up the 'spectacles' of cause-effect because he knows that these two ways of evaluation are mutually exclusive ways of looking at things. To try to use them concurrently would be to see nothing clearly. And, in addition, he keeps reminding himself that what he sees is the result of the refraction of his spectacles and not a true copy of reality it-

self. That will always remain an unknown."—(A. R. Howard).

31. **Boss, Medard.** *Über Herkunft und Wesen des tiefenpsychologischen Archetypus-Begriffes.* (On origin and meaning of the concept archetype.) *Psyche, Heidel.*, 1952, 6, 584-597.—The author attempts to investigate the concept of archetype by analyzing 830 dreams deriving from the psychoanalysis of an engineer in his 40's. This patient underwent psychotherapeutic treatment for 3 years because of a severe depression and complete sexual impotence. The author came to the conclusion that there is neither any justification nor any necessity to assume an archetypological motivation when he considered his dream series. He recommends instead of archetypological interpretation, a phenomenological approach.—(E. Barschak).

32. **Chauvin, Rémy, & Lecomte, Jacques.** *L'étude du comportement se réduit-elle aux tropismes?* (Is the study of behavior reducible to that of tropisms?) *Bull. Gr. Etud. Psychol. Univ. Paris*, 1952, 6, 439-443.—Reviewing this controversy, the authors recall the different classifications of tropisms and their variations. After a discussion on the obscurity and the difficulties of the notion of tropism the following problem is tackled: what orientation must the study of behavior take? The conclusion reached is that one must always remember that instinctive behavior can be the result of tropisms and "pathies," but refrain from believing that it is necessarily limited to that. The observation of live animals in their natural habitat must help to reach precisions on the value of laboratory experiments and to prove that the latter are not artifacts.—(D. Bélanger).

33. **Choisy, Maryse.** *Phénoménologie et clinique.* (Phenomenology and clinic.) *Psyché, Paris*, 1952, 7, 769-776.—Phenomenology and psychoanalysis are very widely separated in their concepts; phenomenology is philosophical in nature and psychoanalysis is psychological. The concepts of psychoanalysis are based upon observed and verified phenomena whereas the hypotheses of phenomenology are purely metaphysical.—(G. Besnard).

34. **Choisy, M.** *Recherches expérimentales des émotions.* (Experimental research of emotion.) *Arch. Psicol. Neurol. Psychiat.*, 1953, 14, 211-218.—The author proposes to prove depth psychology principles through experimental methods. Summary results of experimental data concerning forgetting and reminiscence, and the physiological concomitants of emotion in yoga and various other ecstatic conditions are given. The experimental results on forgetting "confirm entirely the hypothesis of the psychoanalysts, that disagreeable excitations have a better chance to be forgotten." Concerning the experimental study on emotion, the author concludes to the fact that "human physiology is something different from simple animal physiology."—(A. Manoil).

35. **Clark, Robert A.** (Western Psychiatric Institute, Pittsburgh, Pa.) *Six talks on Jung's psychology.* Pittsburgh: Boxwood Press, 1953. vii, 84 p. \$1.50.—The major attributes of Jungian psychology are discussed in terms of libido theory, psychological types, the unconscious, archetypes, ego psychology, analytic techniques, and therapeutic practice. Principal differences between Jung and

Freud are cited, without distortion, however, of the many similarities. The author advocates the principle of "therapeutic pluralism," "not concentrating on any one doctrine with fanatical intensity but using whichever one seems appropriate to the case under treatment." 23 references. Annotated reading list.—(H. P. David).

36. **Coburn, H. Edgar.** *The brain analogy: a discussion.* *Psychol. Rev.*, 1952, 59, 453-460.—Intelligence, learning rate, and reinforcement are re-appraised in the light of the brain analogy theory of behavior.—(C. F. Scofield).

37. **Deutsch, Leonhard.** *From causality to creative freedom.* *Indiv. Psychol. Bull.*, 1951, 9, 133-142.—"Causal explanation is analytic... does not include the concepts of wholeness and function or goal and therefore does not differentiate between inner and outer forces nor between internal and external goals." All aspects of behavior are inherent in man. By developing "social interest, man can win freedom from the dictates of nature toward selfish aims which tend to operate against his survival."—(A. R. Howard).

38. **de Vries, Sophie J.** *Some basic principles of Adlerian psychology.* *Indiv. Psychol. Bull.*, 1951, 9, 149-151.—Man must be understood as a unity in motion with creative ability. He is a social being who as part of mankind strives toward perfection but simultaneously has to accept his imperfection.—(A. R. Howard).

39. **Dreikurs, Rudolf.** *Adler's contribution to medicine, psychology, and education.* *Amer. J. indiv. Psychol.*, 1952-53, 10, 83-86.—Adler noted that only through the goals the individual sets himself can the unity of the individual be recognized. "... Adler paved the way for a technique of 'minor psychotherapy' which would enable the general practitioner to deal effectively with the emotional needs of all his patients...." To psychology is offered "the only practical possibility for making a quick and reliable differential diagnosis between organopathology and psychologically induced physical disturbances.... Demonstrating the child's goals, Adler enabled parents and teachers to deal effectively with any kind of problems they may have with the child.... He integrated medicine, psychology, and social science into one approach toward the understanding of a person in his total organo-psycho-sociological entity."—(A. R. Howard).

40. **Dreikurs, Rudolf.** *Causality versus indeterminism.* *Indiv. Psychol. Bull.*, 1951, 9, 108-117.—A brief survey with some emphasis on Adler's views. "The break with the traditional mechanistic-deterministic concepts occurs [with the]... realization that the unit is free from determining influences—which is the basis of Adler's concept...."—(A. R. Howard).

41. **Dreikurs, Rudolf.** *The international picture of individual psychology.* *Indiv. Psychol. Bull.*, 1951, 9, 1-3.—Two problems face Adlerians: (1) Determining the degree of "collaboration" with other schools; (2) Defining the "relationship between medical and non-medical Adlerians." Nowhere in Europe today does there exist the type of child guidance centers developed by Adler and his co-workers. In contemporary psychology, there are "several strong and well organized groups with their pressure and desire for control... When we recommend the forma-

tion of groups it is decidedly not for the purpose of striving for monopoly or to overpower others on our part, but merely to preserve our own identity and to give the principles for which we stand, a chance to be known and verified."—(A. R. Howard).

42. **Dunne, Peter.** (Dominican House of Studies, River Forest, Ill.) **The production of the intelligible species.** *New Scholast.*, 1953, 27, 176-197.—Attempting to bridge the gap between sense cognition and intellectual knowledge has led some philosophers to deny the one or the other. The present paper attempts to solve the problem first by the observation that all knowledge comes from outside the mind which is potentially capable of knowing all things. The existence of the possible intellect, and the phantasm, are then deduced, and, because these cannot interact without a third agent, the existence of the active intellect is then concluded.—(G. S. Speer).

43. **El-A'lem, M. A. (Cybernetics.)** *Egypt. J. Psychol.*, 1953, 8, 315-326.—A struggle of man to control organization and association. It is both a philosophy and a means of protecting man. It does not make man the servant of the machine but is merely an extension of man's mind and senses. Through it man can struggle to control material reality and to plan social reality in agreement with his highest goals and ideals. In Arabic.—(L. H. Melikian).

44. **Falk, John L.** (McGill U., Montreal, Que., Can.) **The role of cultural metaphysics in psychological theory.** *Canad. J. Psychol.*, 1953, 7, 34-39.—Cultural assumptions concerning reality, revealed by the analysis of the structure of language groups, are prior to and affect scientific theory. Such assumptions may be valuable to theory if made explicit—the task of cultural metaphysics.—(J. Bucklew).

45. **Faran, Alfred.** **The influence of Alfred Adler on current psychology.** *Amer. J. indiv. Psychol.*, 1952-53, 10, 59-76.—Adler's concept of "social feeling" anticipated the "one world thought of today." He stressed also the unity of man; "did not deny" sex but regarded it as merely "one function of life...." His philosophy has strongly influenced the "so-called cultural school" which includes Horney, Fromm, Sullivan. Various fields of mental hygiene are likewise indebted to his efforts. In part he anticipated current views regarding psychosomatic medicine. "One can hardly find a field of modern psychotherapy which this great pioneer has not influenced."—(A. R. Howard).

46. **Feuer, Lewis S.** (U. Vermont, Burlington.) **Sociological aspects of the relation between language and philosophy.** *Phil. Sci.*, 1953, 20, 85-100.—"There is overwhelming evidence that the structure of languages has had no primary, determining effect on men's philosophies... the same metaphysics has arisen among peoples with radically different languages, and... the most diverse types of philosophies have arisen among men who used the same language... the linguistic interpretation of philosophic thought provides a haven for those who would avoid commitment to matters of fact or social standpoint." 27 references.—(H. Ruja).

47. **French, Thomas M.** (Institute for Psychoanalysis, Chicago, Ill.) **Structural and functional approaches to the analysis of behavior.** In *Grinker, R. R., Mid-century psychiatry*, (see 28: 1140), 133-

143.—The persistent dynamic effect of particular traumatic memories must be sought in the patient's thoughts and behavior. When the patient's integrative problem has been reconstructed and the integrative mechanism's method of handling it understood, the situations in the past which have patterned behavior can be recognized.—(W. L. Wilkins).

48. **Hoch, Paul H.** **Influence of Alfred Adler on psychoanalysis.** *Amer. J. indiv. Psychol.*, 1952-53, 10, 54-58.—A memorial address reviewing briefly some of Adler's contributions. Several comparisons with Freud are drawn.—(A. R. Howard).

49. **Kane, William H., Corcoran, John D., Ashley, Benedict M., & Nogar, Raymond J.** **Science in synthesis: a dialectical approach to the integration of the physical and natural sciences.** River Forest, Ill.: Dominican College of St. Thomas Aquinas, 1953. 289 p. \$3.50.—For 5 weeks in the summer of 1952 a group of 20-odd scientists and philosophers conducted a seminar on the philosophy of science, modern and Aristotelian. This volume is a report of these discussions. One week each was devoted to physics, chemistry, biology, and psychology and the fifth to a summary tentatively outlining a unified natural science. It was believed that Galileo and Harvey do not represent a complete break in scientific method and philosophy between the ancients and the moderns; rather Aristotelian science, logically consistent in a system of four causes, can be related to modern science which faces or avoids—but has not eliminated—many of the same fundamental problems. 9-page bibliography.—(C. M. Louttit).

50. **Kaufman, M. Ralph.** (Mount Sinai Hosp., New York.) **Psychoanalysis in mid-century.** In *Grinker, R. R., Mid-century psychiatry*, (see 28: 1140), 122-132.—The instinct theory has retained its original importance and instinctual aggression has become an important basic dynamism in the understanding of the development of the individual. Psychoanalysis has a synthesizing function in science. 44 references.—(W. L. Wilkins).

51. **Kleist, Karl.** **Brain and psyche.** *J. nerv. ment. Dis.*, 1952, 116, 776-782.—The mind-body (brain-psyche) problem is discussed. The "how" of this problem is discarded as a pseudo-problem. The author feels that the question of "what" and "where" the relationship between brain and psyche are, presents more meaningful and fruitful problems.—(J. A. Stem).

52. **Klubertanz, George P.** (St. Louis U., Mo.) **The philosophy of human nature.** New York: Appleton-Century-Crofts, 1953. xiii, 444 p. \$3.50.—This textbook presents a Thomistic philosophy of human nature. The author has re-thought St. Thomas' thought in a mid-20th century setting. Basic evidence is presented to enable the student to gain an intellectual and philosophic insight into human nature. Topics considered include the unity of man, vegetative life—the soul, knowledge, differences in activity and the theory of powers, external and internal sensation, the intellect, appetency and appetite, the will, the sensory appetites, habits, the human soul, and human nature: systematic summary.—(A. J. Sproy).

53. **Liddell, H. S.** (Cornell U., Ithaca, N. Y.) **The biology of wishes and worries.** In *Grinker, R. R., Mid-century psychiatry*, (see 28: 1140), 104-112.—

The biology of relaxation and the pleasurable consequences of repeated success have been neglected. Studies of animal response are just as important in this area as in the origin of the wish and of anxiety. —(W. L. Wilkins).

54. Lindzey, Gardner. Hypothetical constructs, conventional constructs, and the use of physiological data in psychological theory. *Psychiatry*, 1953, 16, 27-33.—Conventional constructs lacking existential status, do not fit into the categories of hypothetical constructs or intervening variables but do enable the psychologist to deal adequately with empirical events within his own area.—(C. T. Bever).

55. Mehta, H. P. The ego and its object. *Samksha*, 1952, 6, 21-31.—The first awareness of objects is experienced in relation to the infant's biological and psychological needs. Mother is first perceived as a source of need-gratification. If aggression is not mastered, the ego denies or over-idealizes objects. The individual's objects are directly related to the nature and quality of his ego.—(D. Prager).

56. Meinertz, J. Psychologie, Existenz, Anthropologie. (Psychology, existentialism, anthropology.) *Psyche, Heide.*, 1952, 6, 577-583.—The problems of biology, anthropology, philosophy, and metaphysics frequently overlap with psychoanalysis. The author stresses both the necessity for unification and the necessity for limitation.—(E. Barschak).

57. Mowrer, O. Hobart. (U. Illinois, Urbana.) Learning theory. *Rev. educ. Res.*, 1952, 22, 475-495.—An examination of the learning theory in historical perspective from the time of William James, J. McKeen Cattell, John Dewey, and Edward L. Thorndike to 1952. The 49 studies cited are discussed under the rubrics of reflex arc versus consciousness, conditioning or "stimulus variability," learning as problem solving, a constructive synthesis, and implications and corroborative evidence. There has been, during the past 60 years, a change "from a simple and pretty clearly inadequate, S-R psychology to an S-R:S-R psychology."—(W. W. Brickman).

58. Narayan, Raj. How to achieve a unified psychology. *J. Educ. Psychol., Baroda*, 1952, 10, 128-132.—"Schools" arose primarily as a means of achieving self-aggrandizement, because psychology was young and partisan, to exploit a principle, and from the philosophical propensity of the founder. To achieve unity in psychology will necessitate the active cooperation and collaboration of competent and representative psychologists willing to minimize philosophical considerations and emphasize an eclectic approach to the problem.—(C. Schmehl).

59. Neufeld, Irvin. Psychological implications of the causality-finality schism. *Indiv. Psychol. Bull.*, 1951, 9, 127-132.—"Determinism, more accurately pre-determinism, applied to psychology would infer a great deal of compulsivity, inevitability; so to speak, an invisible strait jacket leaving only an extremely limited possibility for personality, serving as scientific alibi for abandoning human striving. On the other hand, indeterminism encourages human striving by ascribing to the human mind the inherent capacity of organizing, evaluating, accepting, or refusing given circumstances, called by the determinists 'causes.'" 13 references.—(A. R. Howard).

60. Newbury, Edward. (U. Kentucky, Lexington.) Philosophical assumptions in operational psychology. *J. Psychol.*, 1953, 35, 371-378.—The author con-

tends, despite operationists' claims that they wish to avoid philosophical complications, that their disagreements with introspectionists and among themselves demand investigation of the significance of some of their explicit or implicit epistemological and ontological assumptions. These assumptions are determining factors in (1) definition of basic empirical observations, (2) rules whereby these observations are defined, and (3) types of constructs derived from them. It is these assumptions, even if not expressed, which do account for the discrepancies. 18 references.—(R. W. Husband).

61. Pfister, Oskar. Karl Jaspers als Sigmund Freuds Widersacher. (Karl Jaspers as an opponent of Sigmund Freud.) *Psyche, Heide.*, 1952, 6, 241-275.—Karl Jaspers once declared that his antagonistic attitude against Freud and his disciples derived from Freud's "nihilistic principle of psychology." This principle seemed to Jaspers to destroy science as well as philosophy. The author discussed Freud's influence on medicine and philosophy, his importance as a leader and teacher, and his personality. Jaspers' antagonism to Freud is scrutinized.—(E. Barschak).

62. Progoff, Ira. Jung's psychology and its social meaning. New York: Julian Press, 1953. xviii, 299 p. \$5.00.—The aim of this introductory volume "is not merely to summarize Jung's ideas, but to present them in terms of an interpretation which will make it possible for them to be analyzed, mulled over, criticized, appreciated, and most important, worked with as hypotheses in related fields of psychological and social study." The work of Zimmer and Kerenyi is discussed as an application of Jung's theories to the history of culture. Introduction by Goodwin Watson.—(H. P. David).

63. Rachel, (Sister.) (Margaret Hall Sch., Versailles, Ky.) Individual psychology in a church school. *Indiv. Psychol. Bull.*, 1951, 9, 156-166.—"More than any other school of thought in the field, [Individual Psychology] seems to have enough in common with Christianity to be useful to a Church School." The author describes the aid received from Adlerian-oriented consultants in dealing with adolescent girls in a boarding school.—(A. R. Howard).

64. Reiss, Samuel. The universe of meaning. New York: Philosophical Library, 1953. x, 227 p. \$3.75.—The fundamental problem faced by the author is that of the relation of meaning to its symbol. Meaning is construed as an autonomous conceptual construct or as possessing its own semantic existence. The author's general concepts concerning meaning are found to be applicable to the solution of fundamental problems of mathematics, logic, physics, and philosophy. A new concept of physical reality, suggested by the discussion of earlier chapters, leads to a reformulation of the mind-matter dualism.—(P. E. Lichtenstein).

65. Ringel, E., & Spiel, W. Zur Problematik des Unbewussten vom Standpunkt der Individualpsychologie. (On problems of unconscious from the point of view of individual psychology.) *Psyche, Heide.*, 1952, 6, 378-388.—In which way has individual psychology understood "unconscious"? Does individual psychology actually know about unconscious? The authors state that this school of thought does, although its testimonials differ from those of other psychoanalytical schools.—(E. Barschak).

66. Rom, Paul. On being an Adlerian. *Indiv. Psychol. Bull.*, 1951, 9, 152-155.—To the author, being an Adlerian means: "1) to gain insight into human behavior by understanding it as a process of compensating inferiority-feelings; and 2) to direct one's own striving and that of others toward the goal of social usefulness."—(A. R. Howard).
67. Ruyer, Raymond. Le problème de l'information et la cybernétique. (The problem of information and cybernetics). *J. Psychol. norm. path.*, 1952, 45, 385-418.—Cybernetics, like behaviorism, is an excellent theory from the viewpoint of scientific methodology, but thoroughly inaccurate. The mechanistic thinking of cybernetics and of behavioristic theories neglects the role of man's creativeness (something no machine can possess). Inaccurate, too, is phenomenology's rejection of the role of essential meanings underlying immediate experience. The author prefers a "certain Platonism" which relates memory and information to inventiveness and the psychological world to underlying essences.—(G. Elias).
68. Schmalz, Gustav. Das "Veritatem Facere" des Augustinus als Wesen des Reifungsvorganges. (The "veritatem facere" of Augustine as part of human development.) *Psyche, Heidel.*, 1952, 6, 304-319.—In modern terminology, Augustine's "veritatem facere" would mean that consciousness is in constant relation with the world and with its own subconscious. This influence between the world and the ego (conscious and subconscious) happens in layers of different age levels; different languages are spoken here. The subconscious speaks the language of the symbol, consciousness uses thought language.—(E. Barschak).
69. Sellars, Wilfrid. (U. Minnesota, Minneapolis.) Mind, meaning, and behavior. *Phil. Stud.*, 1952, 3, 83-95.—This paper is a logical analysis of the Mind-Body problem. "The Mind-Body problem is, at bottom, a problem whether intentional concepts relating to minds can be reduced to nonintentional concepts, whether concepts of sense qualities, or physicalistic concepts, or both, and if so, in exactly what sense of 'reduced'." The author's answer is: "If Scientific Behaviorism is correct, and if our account of sentences of the form '...means...' or '...is about...' is correct, then every mental event can (in principle) be described in terms of expressions which are definable in terms of bodily states."—(M. Choynowski).
70. Seward, John P. (U. California, Los Angeles.) Introduction to a theory of motivation in learning. *Psychol. Rev.*, 1952, 59, 405-413.—The nature of motivation is re-examined to find a common mechanism for appetites and aversions. A motive is a hypothetical construct made up of two moments, a surrogate drive stimulus (rs_D) and a surrogate goal hierarchy (rs_G). These moments are integrated through conditioning. The stimulus-intensity dynamism of a motive (V_m) is the sum of the intensity of rs_G and rs_D . S_s and R_s near reward are conditioned more strongly to rs_G . Therefore goal pointing S_s generate greater V_m and their R_s acquire greater g_{ER} . 31 references.—(C. F. Scofield).
71. Shulman, Bernard H. Adler's place in psychology. *Indiv. Psychol. Bull.*, 1951, 9, 31-35.—Misinterpretation of Adlerian concepts "is not uncommon." Nevertheless these concepts "offer an understanding of the individual in his actual setting as a social organism rather than as a mass of biological urges fighting with the environment." In addition, "the Adlerian method is much more useful in short-term psychotherapy and group therapy than any previous method of dynamic psychotherapy." Misunderstanding concerning Adlerian theory is ascribed both to the latter's being "unfashionable" as a result of becoming "attacked and twisted" and to failure to note modifications in the theory following publication of Adler's 1908 monograph. Lewis Way's text, "Adler's place in psychology" is commended for its portrayal of Adler's views in philosophy and social education, but is censured for its "outmoded cause-effect thinking" in the areas of "medicine and behavior."—(A. R. Howard).
72. Sicher, Lydia. A modern Diogenes. *Amer. J. indiv. Psychol.*, 1952-53, 10, 89-91.—Adler's approach is espoused as of major contemporary importance "because it reaches beyond the [individual] into his connectedness with the whole, of which he is a part..." Understanding of "a world running amok" can only be secured from the vantage of individual psychology.—(A. R. Howard).
73. Simmel, Ernst. Autoconservación e instinto de muerte. (Self preservation and the death instinct.) *Rev. Psicoanal., B. Aires.*, 1951, 8, 531-549.—Translated from: *Psychoanal. Quart.*, 1944, 13, 160-185, (see 18: 3136).
74. Skinner, B. F. (Harvard U., Cambridge, Mass.) Some contributions of an experimental analysis of behavior to psychology as a whole. *Amer. Psychologist*, 1953, 8, 69-78.—"The basic datum in the analysis of behavior has the status of a probability. The actual observed dependent variable is frequency of response. In an experimental situation in which frequency may be studied, important processes in behavior are revealed in a continuous, orderly and reproducible fashion." Pertinent experiments are cited and 10 graphic representations of data are given.—(R. Mathias).
75. Stephenson, William. (U. Chicago, Ill.) Postulates of behaviorism. *Phil. Sci.*, 1953, 20, 110-120.—Spence (see 22: 3271) has used the term "experience" in one of his basic postulates of behaviorism. If "experience" means here something different from behavior, then it has no place in behaviorism. The exclusion of experience from behavioral science does not entail the exclusion of the "inner" or the "subjective," for the latter are amenable to scientific study, as, for example, by the Q-technique. 24 references.—(H. Ruja).
76. Stürlein, Helm. Verstehen und wissenschaftliche Theoriebildung in der Psychoanalyse. (Understanding and scientific theory in psychoanalysis.) *Psyche, Heidel.*, 1952, 6, 389-400.—The concept "understanding" as the author wants to discuss it differs from Jaspers' concept. Scientific progress, according to him, in analytical psychology, depends not only on scientific investigation of the development of drives, on the possibility of its modification through biological and sociological, on the method of somatic expression, but primarily on a critical, methodical, scientific attitude.—(E. Barschak).
77. Tansley, A. G. Mind and life; an essay in simplification. London: George Allen & Unwin, 1952. (New York: John de Graff, Inc.) ix, 171 p. \$3.50.—"This book represents a modest attempt to pick out for consideration certain topics whose discussion seems to me to throw light on the nature and working of the mind and its place in human life..." The chapters are: (1) Body, mind and spirit; (2) The struc-

ture of the mind; (3) The energy of the mind; (4) The functions and limitations of psychological concepts; (5) Instinct, heredity and environment; (6) Causation, determinism and free will; (7) Teleology, equilibrium and dynamic systems; (8) Love and sex; (9) The strength and weakness of psycho-analysis; (10) The family and the community; (11) The individual and the community; (12) Psychological reality and spiritual values.—(S. Hutter).

78. Teilhard de Chardin, P. *La reflexion de l'énergie*. (The reflection of energy.) *Rev. Quest. sci.*, 1952, 13, 481-497.—Having defined the reflection as a passage from the conscious to the self-conscious state, what he considers to be the critical point separating two kinds of life, the author discusses the acceleration in modern man of the cosmic process of reflection, the relation of reflection to energy, and the irreversibility of the reflection. "In order to cover completely the evolutionary economy of the universe (including life), a third principle, that of the reflection of the energy, ought to be added to those already admitted, of the conservation and degradation of energy."—(M. Choynowski).

79. Tustin, A. (U. Birmingham, Eng.) *Do modern mechanisms help us to understand the mind?* *Brit. J. Psychol.*, 1953, 44, 24-37.—"The question to be considered in this paper is the possible bearing of our knowledge of mechanisms on our understanding of 'the mind,' i.e., on the subject-matter of psychology, as distinct from the subject-matter of neurophysiology." Various physical mechanisms that are invoked in current discussions of the relation between brain and mind are discussed. "The main difficulty of the mechanistic view lies in the entire absence of any link between the hypothetical physical system and the events of consciousness."—(L. E. Thune).

80. Uexküll, Thure V. *Der Begriff "Regulation" und seine Bedeutung für eine anthropologische Medizin*. (The concept of regulation and its importance in anthropological medicine.) *Psyche, Heidel.*, 1952, 6, 425-442.—"Regulation" inside the organism as circulation, digestion, and breathing are compared with play activities because in one as in the other, rules govern the interaction. Different phases of age development and their attitude toward "regulation" are discussed. Each different phase, according to the author, has its special importance for the unity of man.—(E. Barschak).

81. von Sassen, H. W. *Causality versus indeterminism*. *Indiv. Psychol. Bull.*, 1951, 9, 122-124.—Essential to Individual Psychology is the concept of "responsibility" which "cannot by any means be reconciled with the idea of an exclusively mechanical occurrence of events... in nearly all scientific activity, especially popular science and education, materialism is, although not always clearly defined, the basis of thought and practice.... Perhaps... determinism and materialism now become psychological prohibitions with regard to spontaneity, self-confidence, courage, activity, responsibility, etc., in short, the essential features in Adlerian psychology."—(A. R. Howard).

82. von Sassen, G. (Mrs.) *Causality versus indeterminism*. *Indiv. Psychol. Bull.*, 1951, 9, 125-126.—It is suggested that the issue proposed by this paper's title be formulated as "Causality and Indeterminism." Man's ability to change raises him "above the original causality into free self-determina-

tion." Causality is not replaced but is "integrated in the personality" as man develops.—(A. R. Howard).

83. Weinland, James D. (New York U.) *Re-definition in psychology*. *J. gen. Psychol.*, 1953, 48, 95-100.—The meaning of the concepts—objective, subjective, introspection and behaviorism, is discussed and tentative definitions are suggested.—(M. J. Stanford).

(See also abstracts 722, 1162)

Methods & Apparatus

84. Baker, Lawrence M., & Taylor, William M. (Purdue U., Lafayette, Ind.) *An apparatus for recording changes in skin-temperature*. *Amer. J. Psychol.*, 1953, 66, 124-125.—The apparatus described consists essentially of a thermal pick-up composed of a group of thermistors wired in series and a balanced bridge circuit to pick up changes in resistance of thermistors induced by changes in skin temperature.—(J. A. Stern).

85. Bishop, Geo. H. (Washington U., St. Louis, Mo.) *A simple electronic stimulator suitable for peripheral nerve and skin sensory testing*. *EEG clin. Neurophysiol.*, 1953, 5, 105-106.—An electronic stimulator for producing controlled stimuli to elicit pricking pain sensation is described with a circuit diagram. AC operation is employed; no special ground is required. The apparatus has sufficient power to stimulate peripheral nerves through the skin with an electrode large enough to minimize stimulation of pain at the skin surface.—(R. J. Ellingson).

86. Braithwaite, Richard Bevan. (Cambridge U., Eng.) *Scientific explanation; a study of the function of theory, probability and law in science*. New York: Cambridge University Press, 1953. xii, 376 p. \$8.00.—The author examines the logical features common to the methodology of all science. In the first 3 chapters deductive systems are explored as to their functions in science, the status of theoretical terms, and the formation and use of models for scientific theories. In the next 3 chapters the logical and deductive nature of statistical hypotheses and inferences are considered. One chapter discusses induction and its significance in scientific reasoning, and the final 3 chapters discuss natural laws, causality, teleological explanation, and scientific laws. Psychology, while considered a science, is not considered to have developed sufficiently general hypotheses to enable the full use of the hypothetico-deductive methods of science.—(C. M. Louttit).

87. Dallenbach, Karl M. (U. Texas, Austin) *The psychological laboratory of the University of Texas*. *Amer. J. Psychol.*, 1953, 66, 90-104.—An extensive description, accompanied by floor-plans, of the new building now housing the Department of Psychology of the University of Texas.—(J. A. Stern).

88. Delius, Harald. *Descriptive interpretation*. *Phil. phenomenol. Res.*, 1953, 13, 305-323.—Some methodological implications are developed from Heidegger's statement that "The proper methodical function of phenomenological description is interpretation." The discussion "has a bearing on descriptive method in philosophy in general," and only a clear recognition of the issues involved can safeguard phenomenology from the decay it undergoes in the hands of some existentialist writers.—(P. E. Lichtenstein).

89. Fields, Paul E. (USAF Sch. Aviat. Med., Randolph AFB, Tex.) **The efficiency of the serial multiple visual discrimination apparatus and method with white rats.** *J. comp. physiol. Psychol.*, 1953, 46, 69-76.—A serial visual discrimination apparatus consisting of jumping platforms and five-alternative stimulus positions, arranged in such a way that five successive correct discriminations must be made before the animal is rewarded is described and illustrated. Reliability, experimental procedures and designs and preliminary findings are presented.—(L. I. O'Kelly).
90. Gewirtz, Jacob L. (U. Chicago, Ill.) **Plans for the construction of a portable one-way observation booth.** *Child Develop.*, 1952, 23, 307-314.—A portable one-way observation booth that can be built for a materials cost of about \$60 is described, together with a few suggestions for its use. Sketches are included. A one-way mirror is utilized.—(L. S. Baker).
91. Glover, Edward. **Forschungsmethoden in der Psychoanalyse.** (Methods of research in psychoanalysis.) *Psyche, Heidelberg*, 1952, 6, 482-493.—Methods of control customary in other sciences are not possible in psychoanalysis partly because of the conditions under which psychoanalysis is done and partly because of the techniques used in interpretation. But those difficulties are not unsurmountable. The author suggests that all psychoanalytical work should be submitted to customary statistical controls. Until now, the author states, data are never or seldom clearly defined, observations of two researchers cannot be compared and definitions are handicapped by discord. The author suggests a standard of definitions of terms so that objective research can be done.—(E. Barschak).
92. Gray, J. Stanley; Sustare, George, & Thompson, Anthony. (U. Georgia, Athens.) **An apparatus for measuring operational hand steadiness.** *J. appl. Psychol.*, 1953, 37, 57-58.—A stadiometer was constructed to measure hand steadiness in 3 dimensions, in which a brass ring is passed over copper tubing bent in 3 dimensions. Contact activates a counter. The reliability coefficient between first and second runs for the norm group (400 undergraduates) was .84. The correlation with Edward's finger tremor test was .004, with the Purdue Pegboard, .057. Men scored higher than women, and skilled workmen scored higher than the norm group. A non-significant difference between smokers and non-smokers was noted.—(H. W. Daniels).
93. Green, Edward H. (Brooklyn Coll., N. Y.) **Apparatus for auditory masking.** *Amer. J. Psychol.*, 1953, 66, 115-117.—An apparatus for auditory masking is described whose distinguishing features are low cost, small physical volume, and simplicity of controls. Wiring diagram is included.—(J. A. Stern).
94. Hovland, Carl I. (Yale U., New Haven, Conn.) **A set of flower designs for experiments in concept-formation.** *Amer. J. Psychol.*, 1953, 66, 140-142.—An adaptation of the Wisconsin Card Sorting Test (see 23: 3103) giving four different dimensions is described, and sample designs are presented.—(J. A. Stern).
95. Humphrey, Carroll E. (Johns Hopkins U., Baltimore, Md.) **A simplified stimulus-generator.** *Amer. J. Psychol.*, 1953, 66, 122-123.—Description of and wiring diagram for building a simple, safe, inexpensive and reliable stimulus-generator useful for electro-stimulation work. Responses of visual, auditory, gustatory mechanisms as well as somesthesia can be elicited with this apparatus.—(J. A. Stern).
96. Humphrey, C. E., & Thompson, John E. (Johns Hopkins U., Baltimore, Md.) **A stable apparatus for analyzing the area of polygraphic curves.** *Amer. J. Psychol.*, 1953, 66, 118-121.—"The present paper describes a device which has great stability, is relatively inexpensive, and simple in construction." Its main components are two stable feed-back amplifiers so arranged that one records deflections in a positive, the other in the negative direction. Circuit diagrams and directions for adjusting apparatus are included.—(J. A. Stern).
97. Irvine, Douglas. (Army Operational Research Group, Surrey, Eng.) **A note on the ranking method.** *J. appl. Psychol.*, 1953, 37, 53.—An example is provided of the desirability of making a frequency distribution of rankings for each item being ranked prior to summing the rankings and calculating mean rankings.—(H. W. Daniels).
98. James, W. T. (U. Georgia, Athens.) **An improved operant conditioning apparatus for dogs.** *J. gen. Psychol.*, 1953, 48, 75-77.—The operant conditioning apparatus previously devised by the author (see 25: 5817) for the use in the study of dogs was revised because of several defects and is described for the benefit of other experimenters.—(M. J. Stanford).
99. Jones, Dale. **A new time study tool.** *Advanced Mgmt.*, 1953, 18(4), 10-14.—This new machine is reported to have 3 uses: precision timing for purposes of developing standard or synthetic data, simultaneous precision timing and rating for regular time study purposes, and testing and rating tendencies and abilities.—(H. Moore).
100. Klopfer, F. D. (State Coll. Washington, Pullman.) **A semiautomatic bright-field tachistoscope.** *Amer. J. Psychol.*, 1953, 66, 105-109.—Description of a tachistoscope whose essential characteristics are: flexibility of exposure time, speedy cut-off, accuracy of exposure time, flexibility in speed of presentation of stimuli, alteration of brightness of field, ability to present stimulus-patterns in pre- and post-exposure fields, signaling device to announce exposure which can be set for any desired time interval, apparatus uses standard 2 x 2 photographic slides with 12 being the maximum number of slides apparatus will hold, automatic advance of slide after every exposure, noise level of apparatus is relatively constant, mechanism automatically shuts off after each series.—(J. A. Stern).
101. Merryman, John G., & Allen, Howard E. (Johns Hopkins U., Baltimore, Md.) **An improved electronic tachistoscope.** *Amer. J. Psychol.*, 1953, 66, 110-114.—Modification of apparatus reported by Kupperman and Golin (see 26: 3123) using components which are simpler and more readily available.—(J. A. Stern).
102. Shimkin, Michael B. (U. California, San Francisco.), Guttentag, Otto E., Kidd, Alexander M., & Johnson, W. H. **The problem of experimentation on human beings.** *Science*, 1953, 117, 205-215.—Viewpoints on the scientific, ethical, interpersonal, legal and administrative aspects of experimentation with human subjects under a variety of conditions,

although primarily expressed with respect to medical research, also contain much of relevance to psychological research.—(B. R. Fisher).

103. **Thouless, Robert H.** *Design of psychological experiments.* *Brit. J. Psychol.*, 1953, 44, 18-23.—"The best design of experiment is that which most economically answers the question with which the experiment started. Inferior quality of design is often the result of uncertainty as to precisely what one is trying to find out." Various problems in experimental design are discussed. Particular reference is made to the way in which analysis of variance techniques make it possible to obtain answers to a greater variety of experimental questions. The author contends that some of the apparent difficulties in the application of analysis of variance techniques to psychological data arose because of a misunderstanding as to exactly what questions the analysis of variance was to answer.—(L. E. Thune).

(See also abstracts 239, 298, 733, 1147)

New Tests

104. **Cassel, Russell N.** *The Cassel Group Level of Aspiration Test. Manual. (with test).* Beverly Hills, Calif.: Western Psychological Services, 1952. 24 p.—This manual describes a test which attempts to assess certain configurational or Gestalt aspects of personality. It is based on the assumption that all human behavior is goal-directed, even though the goals are not present consciously. The test can be administered to anyone with a reading level of fifth-grade or above, and can be used as a group or individual test. The manual describes the theory of the test, its administration, scoring procedures and norms, interpretation, and the prediction of "delinquency proneness."—(F. Costin).

105. **Grassi, Joseph R.** (Bowman Gray Sch. Med., Winston-Salem, N. C.) *The Grassi Block Substitution Test for measuring organic brain pathology.* Springfield, Ill.: Charles C. Thomas, 1953. ix, 75 p. \$3.00.—This test "...was designed to demonstrate early and late mental changes due to organic intracranial pathology as well as impairment caused by functional factors." 5 different designs using 4 blocks each are presented to the patient. Each design requires the construction of 4 patterns representing simple concrete, complex concrete, simple abstract, and complex abstract performances. The analysis of the test results is based on a time and accuracy score, behavior, and intellectual level. The standardization on 276 cases includes organics, schizophrenics, lobotomized patients, and normals. Illustrative cases are presented.—(A. L. Nicholas).

106. **Jay, Edith Sherman.** *A book about me.* Preschool-gr. 1, ages 4-7. 1 form. Untimed. Booklets (\$2.40 per 10); analysis sheets (55¢ per 25); manual, pp. 32 (25¢); specimen set (50¢). Chicago: Science Research Associates, 1952.—(See *J. consult. Psychol.*, 1953, 17, 156).

107. **Kahn, Theodore C.** *Manual for the Kahn Test of Symbol Arrangement.* (Rev. ed.) Parks Air Force Base, California: Author, 1953. 70 p.—This is a projective test which through the subject's acceptance, rejection, and manner of handling the test objects is intended to yield insightful information

regarding his personality dynamics, state of mental health, and cerebral competency. The test consists in the subject's arranging 15 simple plastic objects (stars, dogs, butterflies, etc.) on a strip of felt marked into 15 squares. S does this 5 times in response to different instructions and in addition is queried regarding certain reactions to the objects. The manual contains directions for administering, scoring, and interpreting the test. It also contains a list of studies in which the test has been used—some which have been completed and some which are under way.—(D. R. Krathwohl).

108. **Macy, M. J., & Wood, Hugh B.** *Test of critical thinking.* *Curriculum Bull., Univ. Oregon, Sch. Educ.*, 1951, No. 99, 13 p.—This 113-item test, together with a manual of directions, is designed to measure 6 components of critical thinking: inquiring attitude; interest in various fields of science; true cause and effect relationships; open-mindedness and intellectual honesty; drawing accurate conclusions and reasonable generalizations; accuracy in observing, calculating, and reporting. Copies of the test, for use in junior high schools, are available in bulk (\$8.00 per 100). Norms have not been established.—(A. E. Kuenzli).

(See also abstracts 723, 973, 1569)

Statistics

109. **Anastasi, Anne.** (Fordham U., New York.) *An empirical study of the applicability of sequential analysis to item selection.* *Educ. psychol. Measmt.*, 1953, 13, 3-13.—Two examples of the use of sequential sampling in evaluating psychological test items are cited in support of sequential analysis. Sequential sampling of 30 cases showed close agreement with the item-criterion correlations obtained on samples of 188 and 100 cases, respectively. "Consistency of decision regarding any one item in successive samples" helps in the selection of the most valid items.—(W. Coleman).

110. **Birnbaum, Z. W.** (U. Washington, Seattle.) *Distribution-free tests of fit for continuous distribution functions.* *Ann. math. Statist.*, 1953, 24, 1-8.—A class of statistics, large enough to comprise those used in all the known distribution-free tests of fit for continuous distribution functions, is characterized by a structure called "structure (d)." A number of statistics of this class may be constructed and used for tests of fit. To make a reasonable choice among all these statistics, it appears desirable to introduce in the space of continuous distribution functions a distance which would reflect the type of discrepancy the proposed test is intended to detect. By studying the power of various statistics with regard to this distance one may then be able to choose those with optimal properties.—(G. C. Carter).

111. **Bradley, Ralph Allan, & Terry, Milton E.** (Va. Polytech. Inst., Blacksburg.) *Rank analysis of incomplete block designs.* *Biometrika*, 1952, 39, 324-335.—A method of analysis of paired comparisons is provided which permits tests of hypotheses of a general class and the estimation of treatment ratings or preferences. The mathematical model developed is simple and easy to interpret and apply. Ranks are used in incomplete blocks of size 2, and such ranking will permit later generalization to larger block sizes. The method of maximum likelihood is

employed and tests depend on the likelihood ratio statistics.—(G. C. Carter).

112. Brogden, H. E. (A.G.O., Washington, D. C.), Baler, D. E., & Taylor, E. K. **Experimental design: utilization of an unreliable and a biased criterion.** *Educ. psychol. Measmt.*, 1953, **13**, 27-33.—In a study designed to develop instruments for the selection of recruiting personnel, the authors made use of an unreliable opportunistic criterion regarded as free of test-correlated bias for item selection. The cross-validation criterion was deemed biased but "test-free." "In using an unbiased criterion for item selection and a biased criterion for cross-validation, we avoid both the tendency to duplicate the criterion bias in the predictor, and the tendency toward inflated cross-validated validity that results from presence of the same biasing factors in the predictor and criterion." A validity coefficient of .36 was obtained from the sum of two recruiter self description blanks and the Kuder Preference Record.—(W. Coleman).

113. Budd, William C. (Goucher Coll., Baltimore, Md.) **A simplified item analysis card for high-school and college instructors.** *J. educ. Psychol.*, 1953, **44**, 54-56.—A blank form designed to facilitate the evaluation of items used in objective tests provides spaces for recording the percentages of "high" and "low" groups which selected each of the multiple choice answers. Easy methods are suggested for deriving from these data a measure of the difficulty of the item, and an index of its discrimination value.—(E. B. Mallory).

114. Caffrey, John (Sequoia High Sch., Redwood City, Calif.), & Wheeler, Fred. **A simplified χ^2 formula for rapid computation of certain item-analysis data with IBM punched-card equipment.** *J. exper. Educ.*, 1953, **21**, 265-269.—The authors present an IBM procedure for computing chi square obtained as a function of the cell frequencies in a double dichotomous situation where the criterion variable consists of upper and lower groups of equal size. A detailed machine procedure and wiring diagram using the 602-A calculating punch is presented. An illustration of the use of the technique for item analysis was given in which χ^2 was computed from the number of right and wrong responses of the upper and lower 25% of a specified group of individuals.—(E. F. Gardner).

115. Clark, Charles E. (Emory U., Ala.) **An introduction to statistics.** New York: John Wiley, 1953. x, 266 p. \$4.25.—This elementary textbook on mathematical statistics places major emphasis on statistical inference rather than descriptive statistics, and is written at a mathematical level that the "essentials can be understood by a reader who has not mastered high school algebra." The first 3 chapters introduce the general nature of statistics, the concepts of permutations and combinations, and of probability. Chapter 4 deals with frequency and frequency distributions. The remaining 5 chapters introduce statistical inference and are concerned with reliability of sample means, significance of differences between sample means or percentages, analysis of variance, chi square, and correlation. Tables of squares, logarithms, normal distribution, *t*, *F*, and chi square.—(C. M. Louttit).

116. Cochran, William G. (Johns Hopkins U., Baltimore, Md.) **Sampling techniques.** New York:

John Wiley, 1953. xiv, 330 p. \$6.50.—Simple random sampling; sampling for proportions and percentages; the estimation of sample size; stratified random sampling; ratio estimates; regression estimates; systematic sampling; type of sampling unit; subsampling with units of equal size; subsampling with units of unequal size; double sampling; and sources of error in surveys are discussed in considerable detail.—(G. C. Carter).

117. Collier, Raymond O., Jr. (U. Minnesota, Minneapolis.) **Some applications of the method of pivotal condensation in statistical analysis.** *J. exper. Educ.*, 1953, **21**, 233-241.—The author has applied the method of pivotal condensation to the computation of D^2 , Generalized Distance Statistic, to terminal evaluation, and to the inversion of a matrix. The technique has been illustrated in discriminatory analysis by the use of data requiring the classification of individuals into qualitative categories on the basis of several variables.—(E. F. Gardner).

118. Cox, D. R. (U. Cambridge, Eng.) **Estimation by double sampling.** *Biometrika*, 1952, **39**, 217-227.—Double-sampling methods are developed for estimating an unknown parameter θ so that the variance of the estimate is some function of θ given in advance. Applications are made to the estimation of normal and binomial means with given standard error or given fractional standard error, and to the construction of a new sort of sequential test.—(G. C. Carter).

119. Craig, C. C. (U. Michigan, Ann Arbor.) **Combination of neighboring cells in contingency tables.** *J. Amer. statist. Ass.*, 1953, **48**, 104-112.—In the application of the χ^2 test for independence to contingency tables in case the expected frequencies in some of the cases are small, a commonly recommended procedure is to coalesce two or more rows and/or columns. Means of combining individual cells instead of whole rows or columns are developed. Specific results are given for a pair of cells in the same row (or column), a block of cells, two pairs which form a 2×2 block, and two row pairs whose columns do not overlap.—(G. C. Carter).

120. Cronbach, Lee J. **Correlation between persons as a research tool.** In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 376-388.—Correlations between persons, of which the *Q* technique is an example, have significant scientific values. Such correlations are not unusual and examples from the area of tests are used to illustrate that logically this process is frequently used but unrecognized. The logic of correlations between persons in studying social relations, relations of persons within an individual, and in the general tasks of behavioral science are discussed.—(C. M. Louttit).

121. Cumbee, Frances Z., & Harris, Chester W. (U. Wisconsin, Madison.) **The composite criterion and its relation to factor analysis.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1953, **24**, 127-134.—A report "emphasizing some of the functions which factor analysis may have in studying physical activity." The author recommends that "for completeness, several composites should be developed" since a "composite attained by averaging scores of all variables represents only one factor." Other factors involved in developing basic hypotheses from factor analysis

are indicated and complications that are often overlooked are pointed out.—(M. A. Seidenfeld).

122. Elkin, Jack M. **Estimating the ratio between the proportions of two classes when one is a subclass of the other.** *J. Amer. statist. Ass.*, 1953, 48, 128-130.—A method for estimating the ratio of the overlap between two overlapping classes to one of the classes is presented.—(G. C. Carter).

123. Eysenck, H. J. (U. London, Eng.) **The logical basis of factor analysis.** *Amer. Psychologist*, 1953, 8, 105-113.—The use of factor analysis is discussed at 3 levels: (1) factors as descriptive statistics, (2) factors suggesting hypothesis, (3) factors supporting or disproving a hypothesis. Following a discussion of the aims of factor analysis the author then considers the nature of the factors isolated. A ten-point summary is given. 24 references.—(R. Mathias).

124. Fraser, D. A. S. (U. Toronto, Ont., Can.) **Nonparametric tolerance regions.** *Ann. math. Statist.*, 1953, 24, 44-55.—Nonparametric tolerance regions can be constructed from statistically equivalent blocks using published graphs by Murphy. The procedure for obtaining the statistically equivalent blocks is generalized. The n 'cuts' used to form the $n+1$ blocks need not cut off one block at a time, but at each stage may cut off a group of blocks, the group to be further divided at a later stage by a different type of cut in general. An example is given which indicates possible applications. The results are also interpreted for discontinuous distributions by indicating the necessary modifications to the corresponding theorem.—(G. C. Carter).

125. Gaier, Eugene L., & Lee, Marilyn C. (U. Illinois, Urbana.) **Pattern analysis: the configural approach to predictive measurement.** *Psychol. Bull.*, 1953, 50, 140-148.—The literature is reviewed under the headings: analyzing a pattern; comparing test patterns; analysis of response patterns. "Recent theory has questioned the utility of traditional additive techniques and has focused attention on the analysis of patterns and dependent probabilities among both tests and test responses. The trend of the evidence suggests that this new direction of emphasis will in the future be to the decided advantage of the predictive behavior." 28 references.—(M. R. Marks).

126. Geary, R. C. **Non-linear functional relationship between two variables when one variable is controlled.** *J. Amer. statist. Ass.*, 1953, 48, 94-103.—Joseph Berkson has indicated that when the error of one of two variates is "controlled" in a sense which he defines, and when the true relation between the variates is linear, the classical regression formula can validly be used for the unbiased estimations of the coefficients. Berkson's results are discussed and a theory of estimation and of tests of significance is sketched for the case of controlled experiments when the inherent relation between two variables is non-linear. The results are applied to the study of a constructed example.—(G. C. Carter).

127. Goedicke, Victor. (Ohio U., Athens.) **Introduction to the theory of statistics.** New York: Harper, 1953. xii, 286 p. \$4.50.—"It is the thesis of this book that it is possible and desirable to give beginning non-technical students a deeper understanding of theory than is customarily attempted." Many principles ordinarily "taken on faith" are de-

rived in terms of simple mathematics. The book includes a section on mathematical tools. The topics treated are the mean and standard deviation; probability; the normal curve; simple curve fitting; simple, multiple, and partial correlation; sampling and reliability; and a chapter on testing statistical hypotheses. Statistical tables, a reference table of formulas, selected additional readings, exercises and their answers are included.—(D. R. Krathwohl).

128. Grundy, P. M. **The fitting of grouped truncated and grouped censored normal distributions.** *Biometrika*, 1952, 39, 252-258.—The effect of grouping a truncated or a censored normal distribution is considered in this paper. It is shown that a process involving "adjusted sample moments," used in conjunction with the published tables relating to the ungrouped distributions, is equivalent to maximum likelihood estimation. Approximate formulae for the adjusted moments are given, which become particularly simple in the special case when the group-intervals are equal, and the accuracy of the approximations is discussed.—(G. C. Carter).

129. Guilford, J. P. (U. Southern California, Los Angeles.) **The correlation of an item with a composite of the remaining items in a test.** *Educ. psychol. Measmt.*, 1953, 13, 87-93.—In order to correct for a spurious, part-whole correlation in internal consistency item analyses, Guilford offers a special formula. For computational convenience four abacs are presented giving approximate values for $r_{T\cdot}$. Suggestions are also given for estimating the point-biserial r between item and total score for use in the formula and for estimating a corrected point-biserial r directly from item data.—(W. Coleman).

130. Gumbel, E. J., Greenwood, J. Arthur, & Durand, David. (Stanford U., Calif.) **The circular normal distribution: theory and tables.** *J. Amer. statist. Ass.*, 1953, 48, 131-152.—The mean direction α_0 and the vector strength \bar{r} of circular data as used by climatologists are calculated. The same statistics may be used for data other than weather. The assumption that the maximum likelihood estimate of a "true value" shall be given by the mean direction leads to the circular normal distribution. The central location parameter of this distribution is estimated by the mean direction α_0 . The parameter k is estimated from \bar{r} . The radii for plotting the distribution in equiareal polar scale are obtained by multiplying the values given in a table by $\sqrt{n/12}$, where n stands for the total frequency. Areas of the distribution are given in a table. 20 references.—(G. C. Carter).

131. Jones, Howard L. **Approximating the mode from weighted sample values.** *J. Amer. statist. Ass.*, 1953, 48, 113-127.—The weighted mean of ordered sample observations can be used to approximate the mode under favorable conditions, where the weights are determined from the first two terms in a Taylor expansion of the maximum likelihood estimate. Such weights are shown for the case where the sample is selected from a t -distribution with known kurtosis.—(G. C. Carter).

132. Kenny, Douglas T. (U. British Columbia, Vancouver, B. C., Can.) **Testing of differences between variances based on correlated variates.** *Canad. J. Psychol.*, 1953, 7, 25-28.—The F test assumes independent variances and is not applicable to correlated ones. The proper test where population cor-

relation is unknown is the Pitman-Morgan test. An illustration is given.—(J. Bucklew).

133. Krooth, Robert S. **The sampling variances of some statistics used in univariate discrimination.** *Ann. Eugen., Camb.*, 1953, **17**, 302-306.—This is a brief discussion of the sampling variances of some statistics used in univariate discrimination and their derivation as illustrated in a work example.—(G. C. Schwesinger).

134. Lehmann, E. L. (Stanford U., Calif.) **The power of rank tests.** *Ann. math. Statist.*, 1953, **24**, 23-43.—Simple nonparametric classes of alternatives are defined for various nonparametric hypotheses. The power of a number of such tests against these alternatives is obtained and illustrated with some numerical results. Optimum rank tests against certain types of alternatives are derived, and optimum properties of Wilcoxon's one- and two-sample tests and of the rank correlation test for independence are proved.—(G. C. Carter).

135. Lewis, Edward E. **Methods of statistical analysis.** Boston: Houghton Mifflin, 1953. vii, 686 p. \$5.50.—The nature and use of statistical data; the presentation and interpretation of classified data; averages; dispersion and other aspects of distribution; statistical inferences concerning a mean; significant differences; miscellaneous types of inference; the general nature of index numbers; applications of index numbers; secular trends; seasonals and cycles; simple linear correlation; simple relationships in general; and multiple and partial correlation are discussed in detail.—(G. C. Carter).

136. Lindquist, E. F. (U. Iowa, Iowa City.) **Design and analysis of experiments in psychology and education.** Boston: Houghton Mifflin, 1953. xix, 393 p. \$6.50.—The author presents his discussion of experimental design with emphasis on the understanding of basic principles in the text and in study exercises following each chapter the student can apply the principle to specific experimental situations selected from the literature of psychology and education. The first chapter presents fundamental concepts such as measures of precision, testing hypotheses, and randomization. Chi square, *t*, and *F* distributions are discussed in chapter 2. Chapters 3 to 16 deal with simple and complex designs, and methods of analysis of data. The mathematical level does not assume formal training beyond high school algebra.—(C. M. Louttit).

137. Lorge, Irving (Teachers Coll., Columbia U., New York.), & Kruglov, Lorraine. **The improvement of estimates of test difficulty.** *Educ. psychol. Measmt*, 1953, **13**, 34-46.—When test item judges are given some basic information they are more able to prejudge item difficulty. Without information they tend to underestimate or overestimate the difficulties of items with the estimates regressing towards the mean. These conclusions are drawn from a series of studies comparing the judgments of item difficulty by mathematics teachers with actual item difficulty distributions.—(W. Coleman).

138. Montgomery, K. C. (Cornell U., Ithaca, N. Y.) **Concerning the use of analysis of variance on latency data.** *Amer. J. Psychol.*, 1953, **66**, 131-135.—The author found that data involving reaction-latency exhibit characteristics violating the assumptions underlying the analysis of variance. Some of these characteristics are positive skewness, non-

additivity, heterogeneity of error variance, and proportionality of means and variances. Logarithmic transformation of data seems to be a useful method for correcting latency data in order for analysis of variance to be applied to it.—(J. A. Stern).

139. Moonan, William J. (U. Minnesota, Minneapolis.) **The statistical interpretation of degrees of freedom.** *J. exper. Educ.*, 1953, **21**, 259-263.—The purpose of the author is "to discuss and define the statistical aspects of degrees of freedom and thereby clarify the meaning of the term." A series of statistical problems of estimation beginning with a linear combination of two random variables and progressing through more difficult problems terminating in a multivariate problem are presented. The emphasis is placed on discovering the degrees of freedom associated with various standard errors.—(E. F. Gardner).

140. Mowrer, O. Hobart. **"Q technique"—description, history, and critique.** In *Mowrer, O. H., Psychotherapy*, (see 28: 1048), 316-375.—The history of the Q technique is reviewed with a critical analysis of usages of this term and of its relations to factor analysis and other correlational analysis techniques (M, N, O, P, and R), all with emphasis on its relevance to indicating the results of psychotherapy. A number of theoretical and methodological problems are "explored in a preliminary manner." The author points out that "contemporary researches in the field of personality... show that we are moving rapidly toward the development of a true and valid statistics of the individual."—(C. M. Louttit).

141. Niven, Jarold R. **A comparison of two attitude scaling techniques.** *Educ. psychol. Measmt*, 1953, **13**, 65-76.—Niven compared Richardson's Reciprocal Averages Scaling Techniques and Guttman's Cornell Scale Analysis on a 29 item attitude scale administered to 295 manufacturing supervisors. The Reciprocal Averages Technique took about one-fourth the time the Cornell Technique took in hand time and labor. It also produced a range of scores nearly five times as great suggesting greater sensitivity. Other comparisons between the methods revealed much similarity.—(W. Coleman).

142. Oliver, James E. (Cadillac Motor Car Div., G. M. Corp., Detroit, Mich.) **A punched card procedure for use with partial pairing.** *J. appl. Psychol.*, 1953, **37**, 129-130.—This article extends a previous discussion (see 26: 6642) of a punched card technique of dealing with the method of paired comparisons to show its applicability to partial pairing techniques.—(H. W. Daniels).

143. Rummel, J. Francis. (U. Oregon, Portland.) **A simplified method for determining the proportion of differences in excess of chance proportions used in differential prediction.** *Educ. psychol. Measmt*, 1953, **13**, 145-149.—A simplified and precise method for the determination of the proportion of differences in excess of chance is presented with its derivation shown. "By means of a simple computational procedure a single value may be obtained by which the proportion of differences in excess of chance may be read directly from the table reproduced."—(W. Coleman).

144. Skellam, J. G. (The Nature Conservancy, London, Eng.) **Studies in statistical ecology.** *Biometrika*, 1952, **39**, 346-362.—A number of distributions arising in quadrat sampling are considered

in relation to the underlying pattern of organisms. It is most noticeable that the same distribution may arise from several quite distinct models. Satisfactory graduations of frequency data are usually possible on a wide variety of alternative hypotheses. Whether a given model is appropriate must be determined in the light of additional evidence of a different kind. A few ways are briefly suggested as to how this problem might be approached.—(G. C. Carter).

145. Smith, C. A. B. The linear function maximizing intraclass correlation. *Ann. Eugen., Camb.*, 1953, 17, 286-292.—"An account is given of the method of finding a weighted combination of observations which maximizes an intraclass correlation, together with a proof of its validity. It is suggested that it may be useful in reducing environmental disturbances in a genetical investigation."—(G. C. Schwesinger).

146. Solomon, Richard S. Comments on "The J-curve revisited." *J. abnorm. soc. Psychol.*, 1953, 48, 153-154.—Considerations are pointed out in reference to the following objections about the J-curve: (1) the limitations of application, (2) the inadequacy of the scaling methods, (3) the fact that conformity is arbitrarily defined, and (4) the results are subject to ambiguous interpretations. (See 26: 3931.)—(L. N. Solomon).

147. Sprowls, R. Clay. (U. California, Berkeley.) Psychological-mathematical probability in relationships of lottery gambles. *Amer. J. Psychol.*, 1953, 66, 126-130.—The author corroborates Preston and Baratta's experimental findings (see 22: 4823) on data outside of the laboratory. His data, drawn from current French, Spanish and Mexican lotteries offer no definite disagreement with the hypothesis that the scale of mathematical probabilities of uncertain outcomes may be broken into three regions, one of systematic overvaluation; one of systematic undervaluation; and one of indifference.—(J. A. Stern).

148. Taylor, William F. (Sch. Aviat. Med., Randolph Field, Tex.) Distance functions and regular best asymptotically normal estimates. *Ann. math. Statist.*, 1953, 24, 85-92.—Among the methods of obtaining satisfactory parameter estimates are maximum likelihood, minimum chi-square, minimum "reduced" chi-square, etc. A generalization of the minimum chi-square method which yields regular best asymptotically normal (RBAN) estimates and which is often very simple to apply is presented. It is shown that the least squares expressions associated with the logit and probit transformations are a type which lead to RBAN estimates.—(G. C. Carter).

149. Thaler, George J., & Brown, Robert G. Servomechanism analysis. New York: McGraw-Hill Book Co., 1953. xii, 414 p. \$7.50.—The mathematical analysis of servomechanisms is discussed from the point of view of the design engineer. 3 introductory chapters present general background of servo-systems, the Laplace transformation, and equations of physical systems. The next 9 chapters consider the mathematics of transient and transfer-function analysis, and their use in servomechanism design. 2 final chapters are devoted to relay servomechanisms and the root-locus method. The characteristics of servomechanism components are described in a series of appendixes. 206-item bibliography.—(C. M. Louttit).

150. Van Heerden, D. F. I. Tabelle om die Verskil tussen twee Onafhanklike Persentasies te Toets. (Tables for relating differences between two independent test percentages.) *J. soc. Res., Pretoria*, 1952, 3, 56-67.—To facilitate the calculation involved in testing large numbers of differences between independent percentages for significance, tables are provided from which χ^2 or the critical ratio CR can easily be obtained. Two tables are given: (1) For use when two subgroups are equal or approximately equal; (2) For use when one subgroup is twice, or approximately twice, as large as the other. English summary.—(N. De Palma).

151. Whittle, P. (U. Upsala, Sweden.) Tests of fit in time series. *Biometrika*, 1952, 39, 309-318.—A statistic for testing the fit of a general class of time-series models is proposed, which is asymptotically distributed as χ^2 . The limit form of the statistic is shown to be the ratio of the geometric and arithmetic means of the residual variates' periodogram, whose cumulants are calculated. The test is applied to artificial and observed material.—(G. C. Carter).

(See also abstracts 1036, 1646)

Reference Works

152. ———. American pocket medical dictionary; a dictionary of the principal terms used in medicine, nursing, pharmacy, dentistry, veterinary science, and allied biological subjects. (19th ed.) Philadelphia: W. B. Saunders, 1953. iv, 639 p. \$3.25; thumb-indexed, \$3.75.—Revised by drawing freely on the new, 22nd edition of the "American illustrated medical dictionary" and in a new format, this volume defines "in readily understandable language" the technical terms in the vocabulary of the biological sciences. Entries are defined only once under the noun or principal word. All material including tables is arranged in one alphabetical sequence.—(A. J. Sprow).

153. ———. Munhey psihologia. (Psychological terminology.) List 8th. *L'shonenu*, 1952/53, 18, 122-130.—A continuation of the lists of psychological terms (translated from English, French and German), abstracted in 25: 6625 and 27: 1607. The present list contains terms in developmental psychology (145 terms—8 subdivisions) and psychopathology of childhood (66 terms—2 subdivisions). The working committee is continuing its work.—(H. Ormian).

154. [Anon.] Primate research at the Institute of Living Psychophysiological Laboratory. *Dig. Neurol. Psychiat.*, 1953, 21, 167-171.—Description of the laboratory and statement of long-term research goals with the rhesus monkey as subject are provided along with 8 figures illustrative of the behavioral and anatomical approaches.—(L. A. Pennington).

155. Carp, E. A. D. E., & Stokvis, B. (Eds.) (Psychiat. U. Clinic, Leyden-Oegstgeest, Holland.) *Acta Psychotherapeutica, Psychosomatica et Orthopaedagogica*. Basel, Switzerland: S. Karger, 22, Holbeinstrasse. Vol. 1, No. 1, 1953. 4 parts per volume. 40 Sw. fr. per volume.—The official organ of the International Society for Special Education aims "within a strictly scientific framework at doing

justice to all current thought in the fields of psychotherapy, psychosomatic medicine and special education." Publishes articles in either English, French, or German, with summaries in these 3 languages. Abbr.: (*Acta psychother. psychosom. orthopaedagog.*).

156. Podolsky, Edward. (Ed.) *Encyclopedia of aberrations: a psychiatric handbook*. New York: Philosophical Library, 1953. viii, 550 p. \$10.00. —A dictionary of terms for behavior deviations and psychiatric syndromes, with some entries being definitions only and others more extensive articles, including case reports, quoted from the journal literature.—(C. M. Louttit).

Organizations

157. Adler, Alexandra. Historical review. *Amer. J. indiv. Psychol.*, 1952-53, 10, 80-82.—A brief review of events leading to the development of the American Society of Adlerian Psychology by the president of that organization.—(A. R. Howard).

158. American Society of Adlerian Psychology. By-Laws. *Amer. J. indiv. Psychol.*, 1952-53, 10, 92-96.

159. Calcutta University. Department of Psychology, Applied Psychology Section. Report on the working of the Section, 1943-1952. Calcutta, India: Calcutta University College of Science, 1953. iv, 22 p.—After a foreword and a short history of the Section, the following main lines of work are described: Construction, Adaptation, and Standardization of Tests, Vocational Guidance, Vocational Selection, Clinical Examination, Testing of Accident Prone Personnel, Tension Studies in Industry. A list of individual research projects by staff members, and of work undertaken in 1953 is included. The syllabi for the certification course in Applied Psychology and for the M.A. and M.Sc.B. courses are given. A list of staff members is appended.—(H. W. Daniels).

160. International Psychoanalytical Association. 105th Bulletin of the Members of the *Int. J. Psycho-Anal.*, 1953, 34, 79-87.

161. Maritime Psychological Association. Constitution of the Executive of the *Bull. Marit. psychol. Ass.*, 1953 (April), 42-47.—The Maritime Psychological Association was established for the purpose of "the furtherance of psychology as a science, as a profession, and as a means of promoting human welfare." The constitution is presented along with the names of executives of the association.—(W. F. Grether).

162. Ross, Sherman, & Scott, J. P. (U. Maryland, College Park.) Opportunities for psychological research at the Roscoe B. Jackson Memorial Laboratory, Bar Harbor, Maine. *J. gen. Psychol.*, 1953, 48, 87-89.—In outlining the history and program of the Hamilton Station of the Jackson Memorial Laboratory emphasis is placed upon the opportunities for research in the fields of genetics and behavior and in furnishing facilities to guest investigators. Psychologists are encouraged to familiarize themselves with this institution.—(M. J. Stanford).

163. Super, Donald E. (Teachers Coll., Columbia U., New York.) A. P. G. A.: promise and performance. *Personnel Guid. J.*, 1953, 31, 496-499.—The first year of the American Personnel and Guidance

Association as a unified professional association is reviewed. Professional problems needing to be solved in the future are briefly suggested and discussed.—(G. S. Speer).

History & Biography

164. ———. Karen Horney. *Pastoral Psychol.*, 1953, 4(34), 8.—Obituary and portrait.

165. ———. Muriel Ivimey, M.D. 1888-1953. *Psychoanal. Rev.*, 1953, 40, 193-195.—Obituary.

166. ———. Robert P. Knight, M.D. President of the American Psychoanalytic Association 1951-1952. *J. Amer. psychoanal. Ass.*, 1953, 1(2). —Portrait, frontispiece.

167. ———. Wendell Muncie. *Amer. J. Psychother.*, 1953, 7.—Portrait facing p. 213.

168. Arsenian, Seth. (Ed.) In memoriam: Rudolph Pintner. Washington, D. C.: Gallaudet College Press, 1953. 63 p.—This memorial volume reprints H. L. Hollingworth's obituary (see 17: 2954) and presents an annotated and definitive bibliography of Pintner's publications from 1912 to 1942. Portrait frontispiece.—(C. M. Louttit).

169. Boring, Edwin G. John Dewey: 1859-1952. *Amer. J. Psychol.*, 1953, 66, 145-147.—Obituary.

170. Burt, Harold E. (Ohio State U., Columbus.) Walter V. Bingham: 1880-1952. *Psychol. Rev.*, 1952, 59, 403-404.—Obituary.

171. Carter, W. E. Wartenberg the teacher and the man. *J. nerv. ment. Dis.*, 1952, 116, 475-479.—Appreciation.

172. Creed, R. S. Sir Charles Scott Sherrington, O. M., G. B. E., F. R. S., 1857-1952. *Brit. J. Psychol.*, 1953, 44, 1-4.—Obituary and portrait.

173. Hantel, Erika. *Brücken von Mensch zu Mensch; Erfahrungen einer Betriebspsychologin*. (Bridges from person to person; experiences of an industrial psychologist.) Stuttgart: Hippokrates Verlag Marquardt, 1953. 95 p. DM. 6.80.—In a series of collected essays, previously published as separates, the author relates her professional experiences as an industrial psychologist during the German war and post-war period. She stresses the need of meeting changing social problems, with special emphasis upon the functions of women in an industrial society facing a shortage of men.—(H. P. David).

174. Isham, Chapman. William James and the ego problem. *Amer. J. Psychother.*, 1953, 7, 217-224.—James' discussion of the concept of the Ego is presented and discussed in relation to such problems as narcissism, projection, identification, and introjection.—(L. N. Solomon).

175. Karpf, Fay B. *The psychology and psychotherapy of Otto Rank; an historical and comparative introduction*. New York: Philosophical Library, 1953. ix, 129 p. \$3.00.—Part I presents a biographical sketch of Rank's role in the psychoanalytic movement and his importance in modern psychotherapy generally. Part II covers his analytic background in terms of Freudian, Jungian, and Adlerian influences. Part III presents the essentials of Rank's psychology and psychotherapy.—(L. N. Solomon).

176. Kelman, Norman. Karen Horney, M.D. 1885-1952. *Psychoanal. Rev.*, 1953, 40, 191-193.—Obituary.

177. Kielholz, A. Oskar Pfister. *Schweiz. Z. Psychol. Anwend.*, 1953, 12, 2-4.—Obituary. Portrait, p. 1.
178. Kielholz, A. Hans Zulliger. *Schweiz. Z. Psychol. Anwend.*, 1953, 12, 4-5.—Obituary. Portrait p. 1.
179. Köhler, Wolfgang. The scientists from Europe and their new environment. In Neumann, F. L., *The cultural migration*, (see 28: 12), 112-137.—Köhler briefly comments on the contributions of European physicists, chemists, and biologists to American science, and then turns to the role of immigrants in the field of psychology. 60 or 70 years ago American psychology was virtually created by European ideas and immigrants. Experimental psychology, which, in the form it was imported from Germany, represented a rather narrow viewpoint, became even narrower in its conception in the hands of the behaviorists. McDougall's theories represented a healthy antidote to this kind of thinking. Prof. Köhler feels that probably all European psychologists who came to this country became more rigorous experimentalists in the end.—(H. H. Strupp).
180. Lehrer, Leybush. Die psychologische theorie von Kurt Lewin. (The psychological theories of Kurt Lewin.) *Bl. Yiddisher Dertsiung*, 1950, 2(1), 12-24.—An evaluation of the contributions to psychology made by Kurt Lewin, who displayed "a rare combination of energetic theoretic inquisitiveness, originality, a shrewd following up of hunches, and a courageous experimentation that promised much to the science to which he was so devoted." Topic headings treated are: Aristotelian and Galilean modes of thought; the topological approach; experimental studies; the Jewish Kurt Lewin. "His life was cut-off... but that which he left us is a genuine contribution which, no matter how it may be modified in the future, will remain a rich scientific heritage."—(J. A. Fishman).
181. Moreno, J. L. How Kurt Lewin's "Research Center for Group Dynamics" started. *Sociometry*, 1953, 16, 101-106.—This article is an attempt to indicate the degree of dependency of Kurt Lewin and his students from the author.—(J. H. Bunzel).
182. Oberndorf, C. P. (Ed. & Tr.) *Autobiography of Josef Breuer (1842-1925)*. *Int. J. Psycho-Anal.*, 1953, 34, 64-67.—Brief autobiographical comments (with deletions of matter deemed irrelevant) by Freud's collaborator.—(G. Elias).
183. Pfeiffer, Richard Arwed. (U. Leipzig, Germany.) *Verzeichnis der veröffentlichten wissenschaftlichen Arbeiten*. (List of published scientific works.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, 5, 2-4.—73-item bibliography of the author's publications.
184. Porter, Langley. Robert Wartenberg. *J. nerv. ment. Dis.*, 1952, 116, 469-474.—Biography.
185. Pulver, Johannes. Zur Schrift von Arthur Schopenhauer. (Concerning the handwriting of Arthur Schopenhauer.) *Psychologe*, 1953, 5, 153-155.—The author presents a copy of Schopenhauer's handwriting and from this deduces a number of personality characteristics which include negativism, jealousy, pride, as well as an intense vitality.—(T. C. Kahn).
186. Ruesch, Herbert. (Butler Hosp., Providence, R. I.) A review of Jean Piaget's contributions to child psychology. *Bull. Isaac Ray med. Libr.*, 1953, 1, 1-15.—A review of Piaget's more than 80 publications, most of which are on problems of child psychology. 24 references.—(A. J. Sprow).
187. Scharfstein, Ben-Ami, & Ostow, Mortimer. (310 W. 105th St., New York.) *The unconscious sources of Spinoza's philosophy*. *Amer. Imago*, 1952, 8, 221-237.—Spinoza's philosophy has a core of rationalization. His character was dominated by conflicting impulses of obedience and aggressiveness, and of orderliness and disorder. He provoked rejection by others. His anxieties over the expression of his aggressiveness led to his philosophic and personal emphasis on self-control. Yet much in Spinoza fits in with modern and scientific views. "The rebellion of an unhappy boy was turned by his mind to a liberating instrument for humanity."—(W. A. Varvel).
188. Schiller, F. Robert Wartenberg the neurologist. *J. nerv. ment. Dis.*, 1952, 116, 480-487.—A review of Wartenberg's work in the field of neurology. 134-item bibliography.—(J. A. Stern).
189. Tillich, Paul. (Union Theol. Seminary, New York.) Karen Horney: a funeral address. *Pastoral Psychol.*, 1953, 4(34), 11-13; 66.—What above all else was the work of Karen Horney? She herself, her power to be in the well-founded balance of striving and creative possibility, from which she gave light to all who knew her. She knew the darkness of the human soul, but she believed the soul could become a bearer of light. She wrote books, but she loved human beings and helped them to throw light into the dark places of their souls. She became aware that you cannot listen intensively to people, not even to yourself, if you do not listen to the voices through which the eternal speaks to us.—(P. E. Johnson).
190. Tournay, Auguste. Sherrington et son oeuvre. (Sherrington and his work.) *J. Psychol. norm. path.*, 1953, 46, 1-11.—A laudatory critique of Sherrington's thinking and of his work.—(G. Elias).
191. Ufland, Iu. M. Osnovnye etapy razvitiia ucheniia N.E. Vvedenskogo. (Principal phases of the development of Vvedenskii's teaching.) *Moskva: Gosud. Izd. Medits. Literatury*, 1952. 112 p. 5 r.—Five chapters of this book are devoted to the life of Vvedenskii, Russian physiologist, to his priority in the study of rhythmical character of the nervous excitation (telephonical research), to the discovery by Vvedenskii of the inhibition in the nervo-muscular system (optimum and pessimum of the excitation), to his views on the parabiosis, and to his priority in the problems of coordination of movements. 32 references. Portrait.—(M. Choynowski).
192. Wollman, B. Edward Lee Thorndike, psikholog un dertsiyer. (Edward Lee Thorndike, psychologist and educator.) *Bl. Yiddisher Dertsiung*, 1951, No. 4, 94-111.—A biographical sketch and evaluation of the contribution to psychology made by E. L. Thorndike.—(J. A. Fishman).
193. Zazzo, René. John Dewey et l'instrumentalisme. (John Dewey and instrumentalism.) *J. Psychol. norm. path.*, 1953, 46, 125-132.—A detailed biography of John Dewey which situates the philosopher in the era in which he lived as much from the socio-economical point of view as that of the intellectual climate. The evolution of his thinking is retraced by a complete review of his works and the

author shows how his influence can still be felt today in many scientific fields such as philosophy, psychology and education.—(M. Laurendeau).

Professional Problems of Psychology

194. **Arian, E.** (Torino U., Italy.) **Quattro anni di attività del centro di psicologia medica della clinica malattie nervose e mentali. Alcuni insegnamenti e considerazioni.** (Four years of activity of the center of medical psychology of the hospital of mental and nervous illnesses. General considerations.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 169-172.—In answer to the question of the relationships between psychologists and psychiatrists as to diagnosis and therapy the author states: (1) the pure psychologist cannot in general make a diagnosis or differential diagnosis in psychiatric clinic; in this field the relationship between psychiatrist, and psychologist (not an MD) should be the relationship between clinician (psychiatrist) and technical assistant. This is also applicable to the field of therapy with the exception of the curative phase of therapy which is rather an educational process.—(A. Manoil).
195. **Arian, E., & Gomirato, G.** (Torino U., Italy.) **Il valore di recenti metodi di investigazione biologica ai fini della interpretazione somatica di fenomeni psicologici.** (The value of recent methods of biological research for the somatic interpretation of psychological phenomena.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 173-175.—Biological investigation has shown the great usefulness of the quantitative approach as to the understanding of psychological phenomena. Biophysical methodology represents a new development in the analysis of functional conditions, so that it will be possible to distinguish more clearly between the biologist, neuropsychiatrist, and the psychologist.—(A. Manoil).
196. **Bills, Marion A.** (Aetna Life Ins. Co., Hartford, Conn.) **Our expanding responsibilities.** *J. appl. Psychol.*, 1953, **37**, 142-145.—Dr. Bills' presidential address to Division 14, APA, at the 1952 meetings reports her views about the increasing amount of management responsibility being assumed by or delegated to psychologists working full time in industry. They have learned to sell themselves and their approach—the scientific method—to management, and the result has been beneficial to all concerned. This all takes time, and so these psychologists do not publish much. Practice forces them to make decisions on bases which are not scientifically sound, but they fear to put these studies into writing since controlled conditions are usually impossible in industry. These psychologists, about 100 in all, may really function as liaison between experimentalists and management, trying to keep informed about both, and to display the ingenuity to connect them.—(H. W. Daniels).
197. **Bingham, Walter V.** **Psychology as a science, as a technology and as a profession.** *Amer. Psychologist*, 1953, **8**, 115-118.—"Psychology as science observes behavior under such conditions of control that our knowledge of behavioral facts and their concomitants is enhanced. The aim of psychology as science is to systematize and to generalize about these facts of behavior." While psychologists function as scientists, technologists and practi-

tioners "the role of psychological scientist is primary."—(R. Mathias).

198. **Boring, Edwin G.** (Harvard U., Cambridge, Mass.) **Life membership.** *Amer. Psychologist*, 1953, **8**, 86-88.—At present APA Fellows or Associates who have reached the age of 65 and have belonged to the APA for twenty years may by request become Life Members. As of 1 January 1953 there were 104 Life Members. "Recent influxes have packed the APA with youth... the present By-laws, written with democratic generosity, could lead, if few of the new members resign and all eventually claim their rights, to a gerontocratic imbalance." One solution might be to increase the age threshold and/or term of service.—(R. Mathias).
199. **Canepa, G.** (Genova U., Italy.) **Aspetti medico-legali della psicologia clinica.** (Medical-legal aspects of clinical psychology.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 185-188.—Clinical psychology provides legal medicine with means of investigation of most frequent application. The author lists various areas of legal medicine relevant to the study of personality such as civil law, penal law, and the whole field of insurance.—(A. Manoil).
200. **Dennis, Wayne, & Girden, Edward.** (Brooklyn Coll., N. Y.) **Do psychologists read? The case of the Psychological Bulletin.** *Amer. Psychologist*, 1953, **8**, 197-199.—In a random sample of the APA, 50% replies were received. "It was found that the reader-audience of specific items ranged from 9% to 58%... psychologists not only write but also read."—(R. Mathias).
201. **Falorni, M. L.** (Pisa U., Italy.) **Psicologia clinica e preparazione psicopedagogica degli educatori.** (Clinical psychology and psychopedagogic preparation of educators.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 224-227.—Considering clinical psychology as the study of "all psychological manifestations of the individual in view of clarifying its internal dynamisms" its application to various educational situations becomes indispensable. The problem of maladjustment in general can be viewed in relation to the lack of preparation of the parents and teachers. The author suggests the need for a better preparation of the teachers and parents as to the potentialities of clinical psychology for the understanding of the child.—(A. Manoil).
202. **Franchini, A.** (Bari U., Italy.) **Significato e compiti della psicologia medico-legale.** (Meaning and aims of the medico-legal psychology.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 237-243.—Various aspects of medicolegal psychology are presented. Medicolegal psychology deals with applications to legal medicine. Legal medicine is interested in all manifestations of human personality in so far as law is concerned. The understanding of human behavior requires psychological knowledge, as to degree of responsibility, mental efficiency, validity of deed, suicide, homicide, or any other aspect of human behavior.—(A. Manoil).
203. **Germain, José.** **Quelques considerations sur la psychologie clinique en relation avec la formation des psychologues cliniques.** (Considerations about clinical psychology in relation to the formation of clinical psychologists.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 118-139.—The basic principles of clinical psychology as related to the training of clinical psychologists are analyzed in

detail. Various difficulties encountered by clinical psychology are due to (1) conflicts of prejudice, (2) professional conflicts, (3) opposition between theoretical (academic) psychologists and the practical psychologists, (4) differences as to background, (5) opposition of medical profession in general, (6) lack of information as to the progress made in the field of psychology, (7) the tremendous development of clinical psychology in the U. S. A., and finally (8) the problem raised by the penetration of psychology in various clinics.—(A. Manoil).

204. **Huston, Paul E.** (U. Iowa, Iowa City.) **Some observations on the orientation of clinical psychology.** *Amer. Psychologist*, 1953, 8, 191-196.—Due to the tradition of academic psychology, research is emphasized in the training and work of the clinical psychologist. However, when the clinical psychologist enters the area of psychotherapy, particularly private practice, opposition from medicine as a whole arises. Yet, "in diagnosis and treatment no one profession is completely independent, i.e., unsupervised and individual." While problems exist between psychiatrists and clinical psychologists in regard to psychotherapy, the mental health needs of the country are so large as to make such disagreements seem "trivial in face of the total need." Research is necessary and psychology has a research tradition.—(R. Mathias).

205. **Knight, Robert P.** **The present status of organized psychoanalysis in the United States.** *J. Amer. psychoanal. Ass.*, 1953, 1, 197-221.—Three-fourths of the American Psychoanalytic Association's 485 members have become members since 1938. There are 900 approved Candidates-in-training in the U.S. We expect to have 1000 members in 1962 and 2000 in 1972 at the present rate. We are now nearer agreement regarding higher training standards. The clinical psychoanalyst doing only classical psychoanalysis is scarce. In May 1952 a Central Fact Gathering Agency was approved to pool psychoanalytic data. Despite a stormy and painful adolescence since 1923, the prognosis of psychoanalysis is good.—(D. Prager).

206. **Lehman, Harvey C.** (Ohio U., Athens.) **The ages of scheduled participants at the 1948 APA Annual Meeting.** *Amer. Psychologist*, 1953, 8, 125-126.—Statistics are given showing two kinds of participants in the Boston meeting: (1) Those individuals who read papers, and (2) participants in symposia, addresses, etc. "Apparently, prestige enables older men to participate generously in ways other than the formal presentation of research findings."—(R. Mathias).

207. **Longhi, L.** (Roma U., Italy.) **Significati e scopi della psicologia clinica.** (Significance and aims of clinical psychology.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 267-274.—Clinical psychology, according to the author, is limited on one side by physiology (problems of neurology) and on the other by pure intentionality (problems of pure psychology and philosophy). Clinical psychology should study the relationships between the two domains, that is the modality of biological necessity within the freedom of psychological values. As to methodology, the testing techniques are appropriate especially as to the way in which the subject follows the instructions.—(A. Manoil).

208. **Lorenzini, G.** **Psicologia clinica ed educazione.** (Clinical psychology and education.)

Arch. Psicol. Neurol. Psichiat., 1953, 14, 274-275.—Considering clinical psychology in its application to the study of the child and adolescent the author emphasizes the need for cooperation with the educator. Differential pedagogy performs pedagogical psychotherapy on the basis of data provided by clinical psychology. The clinical psychologist when working in an educational environment should cooperate with the educator for a better implementation of educational objectives.—(A. Manoil).

209. **Mensh, Ivan Norman.** (Washington U., St. Louis, Mo.) **Psychology in medical education.** *Amer. Psychologist*, 1953, 8, 83-85.—A survey of 79 medical schools in the U.S. was undertaken. Psychologists are on the staff of 73% of the medical schools. These (psychologists) are relatively young chronologically and professionally. Specific data about psychologists in medical education are given showing (1) Highest degree earned, (2) Diplomate status, (3) APA membership, (4) Divisional association, (5) Full or part-time status on faculty. Courses offered, texts utilized are indicated. Comments on the role of psychology in medical education are presented.—(R. Mathias).

210. **Moore, Bruce V.** (APA, Washington, D. C.) **Some data on faculty and graduate students in departments with approved training programs in clinical psychology.** *Amer. Psychologist*, 1953, 8, 200-201.—A table shows faculty and graduate students in 40 departments. Additional totals, means, and ranges are also given.—(R. Mathias).

211. **Musatti, Cesare L.** (Milano U., Italy.) **Psicologia clinica e clinica psicologica.** (Clinical psychology and psychological clinic.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 140-153.—A distinction between the concepts of clinical psychology and psychological clinic is formulated. "Clinical psychology is essentially, psychology" even if the analysis of various problems is made through a clinical method; psychological clinic is essentially clinical, that is therapy, especially psychotherapy. Although clinical method in psychology is not identical with psychoanalysis, psychoanalysis is the most characteristic form of clinical psychology. The author makes a detailed analysis of the conditions of psychoanalytical practice.—(A. Manoil).

212. **Newcomb, Theodore M.** (U. Michigan, Ann Arbor.) **The training of social psychologists.** In *Hulett, J. E., & Stagner, R., Problems in social psychology*, (see 28: 695), 231-244.—Training in social psychology must be oriented first in terms of the kinds of theoretical problems it attempts to solve, and secondly in terms of the professional skills and careers toward which the training is directed. Training in skills should include those having to do with concepts and theory, those having to do with the observation of behavior, research design and analysis and participant skills.—(E. L. Gaier).

213. **Nyssen, R.** (Bruxelles U., Belgium.) **Essai de delimitation de l'activité clinique du psychologue.** (Essay on the limitations of the clinical activity of the psychologist.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 69-84.—There is a continuous relationship between psychology, psychopathology, and psychiatry, and also a great amount of overlapping whether

at a research or practical level. The psychiatrist cannot operate without psychological preparation and the clinical psychologist without knowledge of mental pathology. The author defines clinical psychology as "the application and integration of psychological methods to the medical field" in view of helping the individual through a better understanding of his problems.—(A. Manoil).

214. **Parcheminey, G.** (Paris U., France.) **Psychoanalyse et psychologie clinique.** (Psychoanalysis and clinical psychology.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 85-95.—Through a detailed analysis of principles, techniques, and subject matter, the author shows the similarity between psychoanalysis and clinical psychology. The author states that (1) psychoanalysis offers areas comparable with those of experimental psychology, and (2) psychoanalysis "could be conceived as an aspect of clinical psychology." From a clinical point of view, psychoanalysis is an integral part of psychiatry.—(A. Manoil).

215. **Perrotti, N.** **Rapporti fra psicologia clinica e psichiatria.** (Relations between clinical psychology and psychiatry.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 310-311.—At the present time there is no clear concept as to what "clinical psychology" represents. The testing technique is not identical with clinical psychology. As the distinction between psychological aspects and organic aspects of the individual is an abstraction, "psychiatry should necessarily include psychology, and clinical psychology cannot avoid the organic aspects of psychological phenomena."—(A. Manoil).

216. **Pisani, D.** (Messina U., Italy.) **Psicologia clinica e psichiatria.** (Clinical psychology and psychiatry.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 314-315.—The cooperation between the clinical psychologist and the psychiatrist would be possible if the psychologist would be an M.D. The situation, in Italy, could be appropriately solved if the psychiatrists would take various specialized courses in psychology. The author suggests the organization of a National institute of psychiatry in which clinical psychology would have its place, especially as a guide for the psychiatrist.—(A. Manoil).

217. **Poser, E. G.** (Dept. Hlth, Fredericton, N. B., Can.) **Contemporary trends in some European schools of psychology.** *Bull. Marit. psychol. Ass.*, 1953 (April), 10-14.—The author observes that "British Psychology still looks to America for stimulation and guidance, particularly where applied psychology is concerned." Schools on the continent are reported as still suffering from the isolation caused by the war. Work on visual perception, personnel selection, relations between physique and personality, and projective techniques was particularly noted in Germany. In Germany modern methods of statistical analysis are not generally used, but are beginning to be adopted. In Holland the situation was reported to be much like that in Germany. In France psychology was judged to be making little progress, and the author concludes that "Clinical Psychology, as we know it, is non-existent there."—(W. F. Grether).

218. **Reda, G.** (Roma U., Italy.) **La psicologia clinica nella pratica neuropsichiatrica: organizzazione e metodi.** (Clinical psychology in neuropsychiatric practice: organization and methods.) *Arch.*

Psicol. Neurol. Psichiat., 1953, **14**, 319-322.—The need for cooperation between psychologist and psychiatrist is emphasized. Clinical psychology is conceived as the experimental study of psychopathological problems, and, as such, it is a medical science. The contribution of psychological methodology to psychiatric problems is recognized. The work of the clinical psychologist at the practical level in dealing with mental cases is concerned with problems of mental efficiency, personality, and the psychological aspects of various cerebral lesions. The author suggests a division of the clinical psychological laboratory into a research section and a routine work section. The teaching of clinical psychology should be made a requirement in all medical schools especially with reference to specialization in neurology and psychiatry.—(A. Manoil).

219. **Rey, André.** (U. Genève, Switzerland.) **La psychologie clinique, ses aspects théoriques et pratiques.** (Clinical psychology, its theoretic and practical aspects.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 16-38.—Various aspects of clinical psychology as compared with medical practice are analyzed in detail. Applied psychology "cannot be other than clinical as soon as... it is applied to an individual as such." Psychometrics by itself is not identical with clinical psychology; there is however great similarity between clinical psychology and psychiatry. An example of clinical method as used in psychology concludes the article.—(A. Manoil).

220. **Rosenbaum, Milton.** (U. Cincinnati, O.) **Problems in supervision of psychiatric residents in psychotherapy.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 43-48.—Problems related to patient-therapist, to process-oriented supervision, and to the dynamics of supervisor-resident are discussed by a supervisor.—(L. A. Pennington).

221. **Servadio, E.** **Considerazioni sulla preparazione dello psicologo clinico.** (Considerations on the preparation of the clinical psychologist.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 323-324.—The psychologist, especially the clinical psychologist should have a particular capacity of empathy with the other, and should be able to control and resolve his own difficulties. The psychoanalysts require a "didactic analysis" for anyone intending to practice psychoanalysis; the psychologists should have a similar requirement.—(A. Manoil).

222. **Shultz-Hencke, Harald.** **Noch einmal die Lehranalyse.** (The learning analysis.) *Psyche, Heidel.*, 1952, **6**, 598-614.—Is Lehranalyse (the analysis of a non-patient) necessary to train psychoanalysts? The reasons for and against Lehranalyse—the length of such a procedure and a possible attitude of the analysand are discussed.—(E. Barschak).

223. **Thorne, Frederick C.** (U. Vermont Coll. Med., Burlington.) **Training the student in medical psychology.** *J. med. Educ.*, 1952, **27**, 253-257.—Recent advances in clinical psychology should be taught to the medical student in order to train him in the psychological handling, interviewing, and counseling of the mentally normal (non-psychiatric) patient. A course outline and teaching methods are suggested.—(S. Counts).

224. **Trabucchi, C.** **Osservazioni circa le attribuzioni degli psicologi in campo terapeutico con particolare riguardo alla situazione odierna in Italia.**

(Observations concerning the attributions of psychologists in the field of therapy with special attention to the present situation in Italy.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 324-326.—The therapeutic activity of the psychologist might result in somatic and psychological disturbances. The author questions the practical soundness of psychoanalysis at the present time in Italy. Among those inclined toward psychology and psychiatry there are many marginal cases oscillating between the psychasthenic and the schizoid. The psychological work in the field of psychotherapy does not present enough scientific rigor as it is the case with medical preparation. As to terminology, the author questions the use of terms such as clinical psychology.—(A. Manoil).

225. Urban, H. J. (U. Innsbruck, Austria.) *Lo psicologo nella pratica psichiatrica giornaliera*. (The psychologist in daily psychiatric practice.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 50-68.—Clinical psychology covers all areas in which human personality is actually involved so that its activity extends beyond the work of the psychologist in a psychiatric clinic. The work of the clinical psychologist can be understood by considering his activity within the framework of psychiatry. The author describes the organization of the medical-psychiatric division of the Innsbruck U.—(A. Manoil).

226. [Various]. *Psychoanalysis as seen by analyzed psychologists*. Washington: American Psychological Association, 1953. v. p. \$2.00.—11 articles published in the first 3 issues of the *J. abnorm. soc. Psychol.*, 1940, volume 35, are reprinted in a single volume (with the original journal pagination). The separate articles have been abstracted in 14: 3462, 3463, 3477, 3493, 4068, 4073, 4075, 4078, 4082, 5490.—(C. M. Louttit).

227. Watters, Gordon V., & Paterson, Donald G. (U. Minnesota, Minneapolis.) *Miller Analogies Test scores and ratings of PhD's in psychology*. *Amer. Psychologist*, 1953, **8**, 89-90.—"Pooled ratings of 51 Minnesota's PhD's in psychology (1935-1950) were obtained from graduate faculty members on the following three characteristics: (a) Intellectual competence; (b) Research capacity; and (c) Administrative, clinical, or service competence." These ratings were correlated with scores on the Miller test. A statistically significant correlation between Miller scores and ratings of intellect ($Rho = .50$, $SE_{rho} = .14$) is noted.—(R. Mathias).

228. Whittemore, Irving C. *The manpower symposium at the 1952 Annual APA Meeting*. *Amer. Psychologist*, 1953, **8**, 119-122.—The author briefly summarizes the comments of the five panel members (Carmichael, Woffle, Ginzberg, Trytten, and Gen. Hershey). General agreement among the participants existed on the following points: "(1) a manpower problem existed, (2) the relation of scientific and other skills to this problem is an important aspect thereof, (3) a solution in a democracy must rest on a subtle pattern of values, and (4) the problem is due to become more rather than less difficult in the near future."—(R. Mathias).

229. Young, Kimball. (Northwestern U., Evanston, Ill.) *The training of social psychologists*. In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 243-254.—Examination of current trends indicates recognition of the need

for more careful experimental design, backed up by the use of statistical and interview methods. Emphasis must be put on the place of subject-matter or topical course materials which will provide an historical dimension to social psychology. Stress must also be put on the importance of linking theory and empirical research so that each contributes to the other.—(E. L. Gaier).

230. Zazzo, René. (Paris U., France.) *Les ambiguïtés de la notion de psychologie clinique*. (The ambiguities of the concept of clinical psychology.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 39-49.—The concept of clinical psychology presents certain difficulties as a result of "ambiguities of vocabulary, confusion of methods, doctrinal opposition, and professional rivalries." The term clinical psychologist indicates a professional category, the term clinical psychology a scientific category. The psychologists try to put the professional category at the level of the scientific category, while the psychiatrists insist in limiting the professional category to the simple application of techniques. The author recommends the use of the terms clinical psychology and clinical psychologist exclusively with application to activities related to medical clinical work.—(A. Manoil).

231. Zetzel, Elizabeth R. *The dynamic basis of supervision*. *Soc. Casework*, 1953, **34**, 143-149.—The author maintains that the primary purpose of supervision—whether it be in an analytic training situation or between social work student and supervisor or social worker and supervisor—is essentially a didactic one, not a therapeutic one. She discusses this point in the light of an historical point of view, relating developments in supervision to the development of dynamic concepts in psychiatry, progressive education, and in the training and bringing up of children. She further discusses the emotional reactions of students in training, the nature of professional training in supervision, and the differences between the didactic and the therapeutic situation.—(L. B. Costin).

(See also abstracts 173, 879, 1128, 1282, 1449, 1609, 1684)

Films

(See abstracts 290, 1172)

PHYSIOLOGICAL PSYCHOLOGY

232. Bloch, Vincent. *Nouveau aspects de la méthode psychogalvanique ou électrodermographique (E.D.G.) comme critère des tensions affectives*. (New aspects of the psychogalvanic or electrodermographic method as a criterion of affective tensions.) *Année psychol.*, 1952, **52**, 329-362.—A series of studies was made of affective tensions based on the criterion of frequency of appearance of electrodermal responses, calling that technique electrodermography, which aims to register electrophysiological phenomena. 30 references.—(G. E. Bird).

233. Christian, P. *Über "Leistungsanalyse" dargestellt an Beispielen aus der Willkürmotorik*. (On "performance analysis," illustrated by examples from voluntary motor activity.) *Nervenarzt*, 1953, **24**, 10-16.—The organism may be studied in two ways: (1) by analysis of the performance of bodily organs, (2) by analysis of processes within the bodily organs.

The value of the first approach is illustrated by means of an experimental analysis of factors affecting voluntary arm movements. Movement and perception were found to be related in a closely circular manner.—(E. W. Eng).

234. de Rudder, B. (Universitäts Kinderklinik, Frankfurt a.M., Germany.) *Grundriss einer Meteorobiologie des Menschen*. (Outline of the human meteorobiology.) (3rd ed.) Berlin: Springer, 1952. 303 p.—Three parts of this book treat deductive and inductive meteorobiology, weather and man, period of the year and man. Of greatest interest for the psychologist is part II in which the author presents contemporary meteorobiological research methods and discusses meteorotropic reactions and diseases, devoting separate chapter to the meteorotropic man and such topics as the physiological action of the weather, method of attack of the biotropic weather factor, weather and constitutional type. 28-page bibliography.—(M. Choynowski).

235. Derwort, A. *Bemerkungen zu den Ausführungen von v. Holst und Christian*. (Remarks on the papers of v. Holst and Christian.) *Nervenarzt*, 1953, 24, 16-18.—(See 28: 233 & 293.) Investigations of processes occurring within bodily organs, and investigations of the performance of bodily organs provide complementary types of data. Physiological studies of bodily organs alone are inadequate for understanding behavior since different configurations of bodily activity may underlie roughly comparable patterns of performance. Therefore it is necessary to study the ways in which different functional patterns of performance are built up or reduced. Findings from a case of Parkinson's disease are used to illustrate how disturbances in perception may be expected to accompany motor disturbances.—(E. W. Eng).

236. Dickie, Margaret M.; Schneider, Julia; Harman, Pinckney J. A juvenile wabbling-lethal in the house mouse. *J. Hered.*, 1952, 43, 283-286.—A new juvenile lethal mutation in the pirouette stock of mice is reported which causes extreme difficulty in walking and movement control, for which gene the symbol *Wl* is given. Myelin degeneration appears to be the primary change and affects various components of the vestibular, spinal, and cerebellar systems in their order of myelination.—(G. C. Schwesinger).

237. Fraisse, Paul, & Jampolsky, Madeleine. *Premières recherches sur l'induction rythmique des réactions psychogalvaniques et l'estimation de la durée*. (First investigations of the rhythmic induction of psychogalvanic reactions and the estimation of duration.) *Année psychol.*, 1952, 52, 363-381.—Organisms under the regular influence of certain elements of the environment are susceptible to certain activities that can continue after the influence ceases. Another fact is that of rhythm induced by the regular succession of days and nights. This rhythm does not cease at once even if the periodic cause is suppressed artificially. It is as if the succession of stimulations engendered an induced periodicity which could bring about a return of reactions even if the stimulation should cease.—(G. E. Bird).

238. Gladstone, Roy. (Oklahoma A. & M. Coll., Stillwater.) A group test of palmar sweat. *J. gen. Psychol.*, 1953, 48, 29-49.—A group technique

based on the Silverman and Powell method was developed and found valid as a test of intra-individual emotionality on a group basis. Suggestions for improving the apparatus and measurement used and for carrying on further research are made. 61 references.—(M. J. Stanford).

239. Grings, William W. (U. Southern California, Los Angeles.) *Methodological considerations underlying electrodermal measurement*. *J. Psychol.*, 1953, 35, 271-282.—This study compared three different manifestations of electrical skin activity (DC resistance, AC impedance, and potential) with reference to their electrical properties, distribution characteristics, and interrelations. The 3 measures were interrelated, that between AC and DC being linear, and between skin potential and impedance quantities non-linear. 34 references.—(R. W. Husband).

240. Howells, W. W. (U. Wisconsin, Madison.) A factorial study of constitutional type. *Amer. J. phys. Anthropol.*, 1952, 10, 91-118.—A person-analysis utilizing the methods of factor analysis was performed on the basis of 34 measurements on 15 subjects (5 extreme endomorphs, 5 extreme mesomorphs, and 5 extreme ectomorphs.) "Three person-factors, or scaled arrangements of persons were found; calculating the composition of these in measurements shows that they do not correspond to Sheldon's components. The first factor expresses mass, opposing endomorphy directly to ectomorphy; the second opposes top-heaviness to bottom-heaviness; and the third opposes trunk-face development to limb development." While these results cannot be applied outside of the sample, they raise questions concerning the adequacy of Sheldon's system.—(J. Goldstein).

241. Hunt, Howard F., Jernberg, Peter, & Lawlor, William G. (U. Chicago, Ill.) The effect of electroconvulsive shock on a conditioned emotional response: the effect of electroconvulsive shock under ether anesthesia. *J. comp. physiol. Psychol.*, 1953, 46, 64-68.—Electroconvulsive shock administered while animals are anesthetized with ether showed a marked decrease in its effectiveness in eliminating conditioned emotional responses. Suitable control procedures demonstrated that this effect was not due to the ether as such, but was rather attributable to the elimination of gross muscular seizure reactions of the anesthetized animals.—(L. I. O'Kelly).

242. Hurder, W. P., & Sanders, A. F. (Louisiana State U., Baton Rouge.) The effects of neonatal anoxia on the maze performance of adult rats. *J. comp. physiol. Psychol.*, 1953, 46, 61-63.—Starting within the first hour after birth, split litters were exposed to simulated altitude of 30,000 feet for 3 hrs. or to 34,000 ft. for 38 min. At 100 days of age they were trained on a Stone multiple-T maze to a criterion. Only slight impairment was found in the 34,000 ft. group and none in the 30,000 ft. group. It is concluded that exposure to anoxia in infancy is less disruptive than similar exposure during adulthood.—(L. I. O'Kelly).

243. Kline, Nathan S. (Rockland State Hosp., Orangeburg, N. Y.), Werthelmer, Nancy; Dyer, Cora G., Schenker, Anna; Rubin, Betty, & Sniffen, Ronald. Patterns of biochemical organization related to morphology. *Amer. J. Psychiat.*, 1953, 109, 603-611.—35 women were selected from 1000 patients represent-

- ing extremes of endomorphy and ectomorphy with a few intermediate types utilizing Sheldon's scale. On three successive days blood samples were taken and 16 indices determined daily. 15 male subjects were also somotyped and given a 16-indices blood test. Significant linear correlations between somotype and certain biological indices were shown. The existence of more discriminate patterns involving both sex of subjects and morphological groupings is illustrated. Individuals are shown to have a typical pattern relative to the rest of the group. 17 references.—(F. W. Snyder).
244. Kraus, Bertram S. (U. Arizona, Albuquerque.) **Male somatotypes among the Japanese of northern Honshu.** *Amer. J. phys. Anthropol.*, 1951, 9, 347-366. —A sample of 544 adult Japanese males, largely office-workers, ranging in age from 19 to 45, has been photographed and somatotyped according to a modified version of Sheldon's technique. There are 76 somatotypes distinguishable among the Americans in Sheldon's Caucasoid sample as compared to 25 among the Japanese. Nine somatotypes found in the Japanese sample are not found in the U. S. sample. Somatotypes comprising 75% of the U. S. sample are not found in the Japanese sample. The Japanese sample is more homogeneous than Sheldon's U. S. sample. The Japanese sample is significantly higher in mesomorphy and lower in ectomorphy.—(J. Goldstein).
245. MacLeod, Leslie D. (Burden Neurological Inst., Bristol, Eng.) **The effects of ethyl alcohol on maze behavior and motor co-ordination of rats. 2. The assessment of degrees of intoxication.** *J. ment. Sci.*, 1953, 99, 295-300. —A scoring system takes into account wrong entries, time taken to run the maze, progress toward completion when maze is not fully run, and limb coordination.—(W. L. Wilkins).
246. Mommaerts, W. F. H. M. **Muscular contraction; a topic in molecular physiology.** New York: Interscience Publishers, Inc., 1950. ix, 191 p. \$5.00. —An account of "the recent developments in the biochemistry of muscle, describing the actual experimental discoveries and their immediate interpretations." 356-item bibliography.—(M. J. Wayner, Jr.).
247. Monaco, T. Lo. (Cntr. Studies & Res. in Aviat. Med., Rome, Italy.) **Possibility of obtaining an anoxic anoxia polyglobulia by means of a conditioned reflex.** *J. Aviat. Med.*, 1953, 24, 77-83. —6 rabbits were exposed both to simulated altitudes of 20,000 (or sometimes 26,000) feet and intermittent stimulation by light. Erythrocyte counts made at altitude showed an increase due to anoxia. After 14 days, the light stimulus alone was sufficient to produce an increase in the erythrocyte count. Control tests with irrelevant stimuli produced negative results. Paralyzing the cortex with ethyl-urethane inhibited the conditioned response.—(A. Chapanis).
248. Montoye, Henry J. **The "Harvard Step Test" and work capacity.** *Rev. canad. Biol.*, 1953, 11, 491-499. —"The relationship between the Fitness Index (Harvard Step Test score) and work performance was investigated in fifty college men who had participated in a strenuous conditioning program for three months. Criteria of work performance consisted of maximum number of sit-ups, time on a half-mile run and duration of maximal performance on frictional bicycle ergometer peddled at the rate of 20 miles per hour against four pounds resistance. The computed coefficients of correlation between the Step Test scores and the criteria were 0.286 ($P=.02$), -0.232 ($P=.05$) and 0.091 ($P=.27$) respectively. No significant relationship between the Fitness Index and height, weight or surface area was observed." 34 references.—(M. J. Wayner, Jr.).
249. Newman, Russell B. (Quartermaster Climatic Research Laboratory, Lawrence, Mass.) **Age changes in body build.** *Amer. J. phys. Anthropol.*, 1952, 10, 75-90. —The problem of somatotype stability has been studied on the basis of data on 38,440 White male U. S. Army separations, ranging in age from 18 to 35, photographed by the Army and typed at Harvard. Analysis of data indicates that "definite although limited changes are associated with age in this Army series. The 1st and 2nd components increase with age while the 3rd component decreases. The correlation between the 1st and 2nd components and 1st and 3rd components increase with age but the 2nd and 3rd components retain the same magnitude of association." Comparisons with other studies of White, Negro, and Mongoloid groups "show large differences among investigators that pose problems of comparability of technique."—(J. Goldstein).
250. Piéron, Henri. **Le mécanisme de l'excitation thermique à la lumière des données actuelles.** (The mechanism of heat excitation in the light of actual data.) *Année psychol.*, 1952, 52, 409-416. —After much discussion regarding the mechanism of cold and heat in the tongue and the skin, as studied by several investigators, the conclusion is reached that the problem is far from being solved. 18 references.—(G. E. Bird).
251. Rome, Howard P., & Braceland, Francis J. **The role of ACTH, cortisone and hydrocortisone in the provocation of certain psychological responses.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 273-279. —The integration of the ego is dependent on the constancy of the internal as well as the external environment. Changes produced in the internal environment by administration of the above listed steroids result in internal stressful experiences and provoke defensive reactions of the ego. 19 references.—(J. A. Stern).
252. Russell, Roger W. (U. Coll., London, Eng.) **Experimental studies of hereditary influences of behavior.** *Eugen. Rev.*, 1953, 45, 19-30. —A review of "psychogenetics" adds objective support to our belief in the roles of genetic factors in behavior and offers means for knowing how these roles are played. Studies of rats, mice, pigeons, dogs, and other animals, often starting with pure strains and proceeding through several generations, such as those in "experimental neuroses," audiogenic seizures, etc., afford materials for studying the interactions of heredity and environment under a variety of different environmental conditions. There is much evidence to indicate that the development of "abnormal" behavior patterns under environmental stress is due to some extent to genetic factors. 43 references.—(G. C. Schwesinger).
253. Tournay, Auguste. **Les régulations sensitivo-sensorielles par propagation centrifuge.** (Sensory regulation through centrifugal influence.) *Année psychol.*, 1952, 52, 397-407. —The influence of the cerebellum on the sensory and motor centers is stressed. This influence modifies the threshold of excitability of the centers controlled by a physiologi-

cal need. If the activity is exercised in a temporal region the cerebellum is like a modulator of the neurological function. 25 references.—(G. E. Bird).

254. Wagman, Irving H., & Feinschil, L. R. (Jefferson Med. Coll., Philadelphia, Pa.) **Facilitation and inhibition in the peripheral neuromuscular system of man.** *Fed. Proc.*, 1953, 12, 149.—(Abstract).

255. White, Clayton S., Humm, Jane H., Armstrong, Elizabeth, D., & Lundgren, Nils P. V. **Human tolerance to acute exposure to six percent carbon dioxide in air and in oxygen.** *USAF, Sch. Aviat. Med., Proj. Rep.*, 1953 No. 21-1402-0001, Rep. No. 1, iii, 13 p.—Human subjects in 50 experiments were exposed for 15 minutes to 6% CO₂ in air and in O₂ at a ground level altitude of 5,000 ft. Performance of a card-sorting test was not significantly influenced by breathing CO₂, although one of 31 subjects was unable to complete the experiment. Dyspnea, smell and taste sensations, headache, and sweating were the most common symptoms. The advisability of requiring air crew indoctrination in the effects of acute CO₂ inhalation was emphasized.

256. Zarrow, M. X., & Rosenberg, B. (Purdue U., Lafayette, Ind.) **Alcoholic drive in rats treated with propyl thiouracil.** *Amer. J. Physiol.*, 1953, 172, 141-146.—The addition of propyl thiouracil to the diet induced a pronounced alcoholism in rats. However, this alcoholism was not induced via the thyroid gland (although it is known that thiouracil inhibits production of thyroxine) because the condition could not be prevented by thyroxine or duplicated by thyroidectomy. The authors conclude that "the present results do not offer any possible explanation for this action of propyl thiouracil."—(J. P. Zubek).

(See also abstracts 1149, 1302)

Nervous System

257. Bailey, Percival. (U. Illinois Med. Sch., Chicago.) **Cortex and mind.** In *Grinker, R. R., Mid-century psychiatry*, (see 28: 1140), 8-22.—For real progress in understanding the mind the mind-body problem must be transformed into the mind-cortex problem, and the next problem to be attacked is the consciousness-brainstem problem.—(W. L. Wilkins.)

258. Beams, H. W., & Evans, T. C. (State U. Iowa, Iowa City.) **Electron micrographs of motor end-plates.** *Proc. Soc. exp. Biol.*, N. Y., 1953, 82, 344-346.—Study of the motor end-plates of the rat's intercostal muscles by the electron microscope indicated that the Z membranes of the muscle fiber "appear to penetrate the end-plate and to extend for some distance into the soleplate sarcoplasm. Here they were observed to be in close association, if not in direct contact with, the nerve elements."—(L. A. Pennington).

259. Crossland, J. (Whitchurch Hosp., Cardiff, Wales.) **The significance of brain acetylcholine.** *J. ment. Sci.*, 1953, 99, 247-251.—Content of acetylcholine in the brain is so adjusted as to increase during depressed central activity and to fall during heightened activity. Changes during convulsions or other heightened cerebral activity reduce the amount liberated at each impulse and may reduce the possibility of over-stimulation of the nervous system.—(W. L. Wilkins).

260. Delgado, J. M. R., & Anand, B. K. (Yale U., New Haven, Conn.) **Increase of food intake induced by electrical stimulation of the lateral hypothalamus.** *Amer. J. Physiol.*, 1953, 172, 162-168.—Electrodes were permanently implanted in different parts of the hypothalamus. Electrical stimulation of the lateral hypothalamic nucleus produced a considerable increase in food intake (both meat and milk), ranging from 475 to 1000% above the control level. Stimulation of other hypothalamic regions had no effect. The increased food intake was only observed after several days of stimulation (60 cps, 2 V).—(J. P. Zubek).

261. Delgado, Jose M. R., & Rosvold, H. Enger. (Yale U., New Haven, Conn.) **Effect on intelligent behavior of stimulation or destruction of pathways in the frontal lobes of monkeys.** *Fed. Proc.*, 1953, 12, 32-33.—(Abstract).

262. Eccles, J. C. (Australian National U., Canberra.) **A discussion on excitation and inhibition.** *Proc. roy. Soc., Ser. B*, 1952-53, 140, 169-202.—A symposium under the leadership of this author covering the following topics; (1) The nature of the mono-synaptic excitatory and inhibitory processes in the spinal cord, (2) propagation of electrical signals along giant nerve fibers, (3) the electrical activity of the motor end-plate, (4) diversity of transmission processes as exemplified by specific synapses in electric organs, (5) aspects of excitation and inhibition in the retina and (6) central excitation and inhibition from the view point of chemical transmission.—(B. A. Maher).

263. Essig, Carl F., Hampson, John L., & Himwich, H. E. (Galesburg (Ill.) State Research Hosp.) **Biochemically induced circling behavior.** *Conf. Neurol.*, 1953, 13, 65-70.—"The unilateral intracarotid injection of di-isopropyl fluorophosphate (DFP) produces forced circling behavior and other temporary neurological responses in rabbits, cats, dogs and monkeys. The circling behavior appears to be related to the development of generalized convulsions which are caused by larger doses of DFP." German and French summaries.—(M. L. Simmel).

264. Evarts, E. V., & Nissen, H. W. **Test of "the abstract attitude" in chimpanzees following ablation of prefrontal cortex.** *A. M. A. Arch. Neurol. Psychiat.*, 1953, 69, 323-331.—To test Gelb and Goldstein's belief that the frontal lobes "subserve the abstract attitude" 2 operated animals and 2 controls were trained on a 3-cue discrimination problem and then tested with pairs of objects each representing only 1 of the stimulus differences. The animals were then trained on the reverse of these tests and given a single-cue test based on the reversed habit. No significant differences in abstracting were found. The significance of this datum is related to the age factor (2 months) at time of operation and to other factors.—(L. A. Pennington).

265. Gerard, Ralph W. (U. Chicago, Ill.) **Neurophysiology in relation to behavior.** In *Grinker, R. R., Mid-century psychiatry*, (see 28: 1140), 23-32.—The physiology of the neuron is reviewed to illustrate some difficulties in formulations of brain action complexity.—(W. L. Wilkins).

266. Green, J. D., & Morin F. (Wayne U., Detroit, Mich.) **Hypothalamic electrical activity and hypothalamo-cortical relationships.** *Amer. J. Physiol.*, 1953, 172, 175-186.—"The hypothalamus has electrical rhythms independent of that of the cerebral cor-

- tex. The rhythms are slow in the anterior and fast in the posterior hypothalamus." Various sensory stimuli, drugs and anesthetics had little or no effect on the hypothalamic records. Electrical stimulation of the hypothalamus produced arousal or seizure-type responses in the cerebral cortex. The possible relation of these changes to those obtained from the diffuse thalamic system and brain stem reticular formation is discussed.—(J. P. Zubek).
267. Halstead, Ward C. (U. Chicago, Ill.) Defects in biological intelligence associated with frontal lobe lesions in man. *Fed. Proc.*, 1953, 12, 60. (Abstract).
268. Hess, R., Jr., Koella, W. P., & Akert, K. (U. Zürich, Switzerland.) Cortical and subcortical recordings in natural and artificially induced sleep in cats. *EEG clin. Neurophysiol.*, 1953, 5, 75-90.—Electrograms were recorded from the cortex, thalamus, and caudate nucleus of cats during the various stages of the natural wakefulness-sleep cycle and following electrical stimulation of the intralaminar thalamic region and caudate nucleus, and during barbiturate anesthesia. The EEG could be correlated continuously with behavior. The "resting rhythm" of the cat consists of short, irregular bursts of 5-8 cps waves. Sleep patterns are strikingly similar to those of man. Subcortical and cortical potentials are similar and often occur simultaneously.—(R. J. Ellingson).
269. Ivanov-Smolenski, A. G. Uchenie I. P. Pavlova i patologicheskaya fiziologiya. (Pavlov's teaching and pathological physiology.) Moskva: Acad. Sci. SSSR, 1952. 148 p. 5 r. 50 kop.—This collection contains 7 papers on Pavlov's work in the field of the pathophysiology of higher nervous activity, on the pathophysiological basis of the so-called psychogenous diseases, on the mutual relations between the pathophysiology of higher nervous activity and the pathological physiology, on the leading rôle of the nervous system in physiology and pathology, on the development of Pavlov's views in regard to the tasks of the clinical pathophysiology and practical medicine.—(M. Choynowski).
270. Jasper, Herbert, & Li, Choh-Luh. (Montreal (Canada) Neurol. Inst.) Microelectrode studies of "spontaneous" and evoked potentials of cerebral cortex. *Fed. Proc.*, 1953, 12, 73.—(Abstract).
271. Krabbe, Knud H. Studies on the morphogenesis of the brain in birds. (Morphogenesis of the vertebrate brain V.) Copenhagen: Ejnar Munksgaard, 1952. 100 p., 53 plates. Dan. Kr. 40.—This is the 5th in a series of studies on the morphogenesis of the vertebrate brain (see 23: 5190). Histological examination of embryonic brains of 14 genera from 12 families of birds are reported on. 3 final chapters present a comparative summary of the brain development, and the morphogenesis of the brain in relation to size, function, and systematic position. 71-item bibliography.—(C. M. Louttit).
272. Kreig, Wendell J. S. (Northwestern U., Evanston, Ill.) Functional neuroanatomy. (2nd ed.) New York: Blakiston Co., 1953. xviii, 659 p. \$9.00.—A completely revised edition (see 16: 2569) based on the addition of more basic anatomy and 92 new illustrations and explanatory text.—(M. J. Wayner, Jr.).
273. Kubie, Lawrence S. Some implications for psychoanalysis of modern concepts of the organization of the brain. *Psychoanal. Quart.*, 1953, 22, 21-68.—In an attempt to describe a number of converging streams of recent research on the central nervous system (from the points of view of clinical neurology, neurophysiology, neuroanatomy, and neurosurgery) the author discusses these data in terms of their implications for psychoanalytic theory. 51-item bibliography and a discussion section (in which six qualified persons comment and enlarge upon the presentation) are included.—(L. N. Solomon).
274. Lende, R. A., & Woolsey, C. N. (U. Wisconsin, Madison.) Sensory and motor localization in the cerebral cortex of the porcupine. *Fed. Proc.*, 1953, 12, 85.—(Abstract).
275. Liberson, W. T. Review of psychiatric progress 1952: Electroencephalography. *Amer. J. Psychiat.*, 1953, 109, 496-500.—The past year's literature is discussed under the following headings: Techniques and methods; basic research on activating reticular systems, rhinencephalon, and drugs and stress; and epilepsy and mental functions. 75-item bibliography.—(F. W. Snyder).
276. Lilly, John C. (U. Pennsylvania, Philadelphia.) Significance of motor maps of the sensorimotor cortex in the conscious monkey. *Fed. Proc.*, 1953, 12, 87-88.—(Abstract).
277. Lyman, Charles P., & Chatfield, Paul O. (Harvard Med. Sch., Boston, Mass.) Hibernation and cortical electrical activity in the woodchuck (*Marmota monax*). *Science*, 1953, 117, 533-534.—The cortical temperature at which spontaneous cortical electrical activity begins to be recorded in animals arousing from hibernation varies for the golden hamster, woodchuck, and ground squirrel. (Procedures and findings of the present study with the woodchuck are reported, and compared with findings for the other two animals.) Differences in related phenomena for these animals are also noted. The comparisons "emphasize that generalizations about physiological processes which occur in hibernating mammals should be guarded and that the species should always be indicated."—(B. R. Fisher).
278. Merritt, H. Houston. (Ed.) Nerve impulse; transactions of the Third Conference, March 3 and 4, 1952. New York, N. Y. New York: Josiah Macy, Jr. Foundation, 1952. 176 p. \$3.50.—Topics discussed were: Biochemical similarities and differences between synaptic transmission and axonal conduction, Irwin B. Wilson, p. 11-68, 35 references; Electrical similarities and differences between synaptic transmission and axonal conduction, T. H. Bullock, p. 69-115, 25 references; The structure of synaptic junctions, J. Z. Young, p. 116-176, 40 references.—(M. J. Wayner, Jr.).
279. Mickle, Walter A. (Emory U., Ga.) Central projection of the vestibular system. *Fed. Proc.*, 1953, 12, 99.—(Abstract).
280. Mountcastle, Vernon B., & Henneman, Elwood. The representation of tactile sensibility in the thalamus of the monkey. *J. comp. Neurol.*, 1952, 97, 409-439.—Using the "evoked potential technique" the authors mapped the regions of the thalamus in rhesus monkeys that are activated by stimulation of cutaneous receptors of the body surface. They found that the body segments are represented in an orderly fashion and the volume of the thalamus concerned with a given part appears to be proportional to

the density of its peripheral innervation.—(C. P. Stone).

281. Noell, Werner K., & Briller, Stanley A. The effects of hypothermia on brain activity. *USAF, Sch. Aviat. Med. Proj. Rep.*, 1953, No. 21-1202-0003, Rep. No. 1, 32 p.—In experiments on rabbits it was revealed that hypothermia produces a preconvulsive state of brain activity. At body temperature below 35° C. the convulsive effects of electrical and chemical stimulation were markedly facilitated with a great reduction of the effective doses and a marked increase in the duration of the evoked paroxysmal phenomena. Hypothermia also modified the action of metrazol, caffeine, and coramine on the respiratory and cardiovascular system.

282. Orbelli, L. A. *Khod razvitiia nauchnogo nasledstva I. P. Pavlova v oblasti nervnoi defatelnosti.* (The course of development of the scientific heritage of I. P. Pavlov in the field of higher nervous activity.) Moskva: Mosk. Obshch. Ispyt. Prirody, 1950. 46 p. 1 r. 50 kop.—This is a short outline of work carried in the Institute of Experimental Medicine in Koltushi, in the Physiological Institute of the Academy of Sciences, and in the Department of Physiology of the Military Medical Academy, on the dynamics of those nervous processes which participate in the collision of acquired and innate activity (Orbelli, Vatsuro, Denisova, Voronin, Asratian, Promptov, and others.)—(M. Choynowski).

283. Pantin, C. F. A. (U. Cambridge, Eng.) Croonian lecture. The elementary nervous system. *Proc. roy. Soc., Ser. B.*, 1952-53, 140, 147-168.—Data are presented from studies of behavior and neural morphology of anemone *Metridium*. A simple reflex theory is regarded as inadequate to explain the responses of such relatively simple organisms as the coelenterates. Certain structural and functional resemblances to the autonomic nervous systems of vertebrates are pointed out.—(B. A. Maher).

284. Pribram, Karl H. (Harvard U., Cambridge, Mass.) Cortical action potentials evoked by acoustic stimuli: I. Extent in monkey. *Fed. Proc.*, 1953, 12, 110.—(Abstract).

285. Ranson, Stephen Walter. (Revised by Sam Lillard Clark.) *The anatomy of the nervous system; its development and function.* (9th ed.) Philadelphia, Pa.: W. B. Saunders, 1953. xii, 581 p. \$8.50.—New material such as the brain stem facilitating and inhibitory mechanisms and recent knowledge of the cerebellum and new illustrations have been incorporated and many portions of the text have been rewritten. (See 23: 4565.)—(M. J. Wayner, Jr.).

286. Retzlaff, Ernest, & Gesell, Robert. (U. Michigan, Ann Arbor.) Structural basis of central reciprocal inhibition. *Fed. Proc.*, 1953, 12, 115-116.—(Abstract).

287. Robertson, J. David. (Mass. Inst. Technol., Cambridge.) Ultrastructure of two invertebrate synapses. *Proc. Soc. exp. Biol., N. Y.*, 1953, 82, 219-223.—The polarized synapse in the crayfish and squid as studied by the electron microscope can be described as: 1. "a region with processes of post-synaptic axoplasm lying in presynaptic Schwann cell cytoplasm; 2. axolemmal membrane of the postsynaptic fiber completely enveloping the synaptic processes; 3. the axoplasm of the postsynaptic fiber and of the synaptic processes containing a distinctly increased number of axoplasmic filaments per unit

volume over that of the presynaptic axoplasm."—(L. A. Pennington).

288. Rose, Jerzy E., & Mountcastle, Vernon B. The thalamic tactile region in rabbit and cat. *J. comp. Neurol.*, 1952, 97, 441-469.—Accepting the present subdivision of the ventral thalamic group of nuclei (ventrolateral, ventromedial, and ventrobasal), it was found that the ventrobasal complex is functionally associated with tactile areas of the body surface. In the rabbit, almost the whole of this complex can be activated by tactile stimulation of body areas supplied by the sensory portion of the trigeminal nerve, whereas only a narrow crescent of tissue on the lateral and lateroventral edge of the complex is activated by stimulation of the rest of the body. In cats and monkeys a greater proportion is devoted to the body areas, which is interpreted as indicating a phyletic trend in development of the ventrobasal complex.—(C. P. Stone).

289. Rosenblith, Walter A. (Harvard U., Cambridge, Mass.) Electrical responses to clicks recorded from eighth-nerve locations in monkey. *Fed. Proc.*, 1953, 12, 119.—(Abstract).

290. Schreiner, Leon, & Kling, Arthur. (Army Med. Service Grad. School, Washington, D. C.) Behavioral changes following paleocortical injury in rodents, carnivores and primates (motion picture, sound-color). *Fed. Proc.*, 1953, 12, 128.—(Abstract).

291. Solomon, Harry C., & Greenblatt, Milton. Physiological changes predictive of clinical outcome following frontal lobe surgery; effect of frontal lobe surgery upon systolic blood pressure response to an autonomic drug (Mechoyl). *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 328-340.—For improved cases the preoperative systolic blood pressure response to an injection of mecholyl was characterized by a higher resting systolic pressure, a greater fall in blood pressure after injection, and a longer time for systolic blood pressure to return to initial level. The comparison is made with unimproved cases. Bimedial, bilateral and unilateral operations were included in the population sample. Bimedial operations showed the greatest change in mecholyl responsiveness, unilateral operates the least.—(J. A. Stern).

292. Tasaki, I. (Central Inst. for the Deaf, St. Louis, Mo.) Afferent impulses in individual cochlear nerve fibers of the guinea pig. *Fed. Proc.*, 1953, 12, 142.—(Abstract).

293. v. Holst, Erich. *Die Verschiedenheit zentralnervöser Funktionsmechanismen, erläutert an Tierversuchen.* (The diversity of functional mechanisms of the central nervous system, illustrated by animal experiments.) *Nervenarzt*, 1953, 24, 1-10.—A review of recent findings on central nervous system mechanisms illustrated by examples from research at the Max Planck Institute for Marine Biology. Findings are discussed under four topics: (1) autonomous, central coordinating mechanisms, (2) ways by which coordinating effects are transmitted to the entire nervous system, (3) patterns of circular feedback activity, (4) factors responsible for overall changes in nervous activity. Circular feedback mechanisms involved in eye movement are described in detail and a theory enabling prediction of a variety of visual phenomena is elaborated.—(E. W. Eng).

294. Wall, P. D. (U. Chicago, Ill.), Tucker, D., Fry, F. J., & Mosberg, W. H. The use of high intensity ultrasound in experimental neurology. *J.*

acoust. Soc. Amer., 1953, 23, 281-285.—The authors describe the results of nontemperature effects of ultrasound upon neural tissue. Of particular practical importance is that nerve cell bodies are particularly sensitive to high intensity ultrasound, relative to the reaction of nerve fibers and vascular structure. This result suggests the possible use of ultrasound as a surgical tool. Lesions in the deep structure of the brain may be produced with little effect on the superficial structures by focusing sources of ultrasound upon the desired area. The effect of ultrasound upon the nerve bodies is not due to extreme temperature rise or to cavitation.—(I. Pollack).

295. Walshe, F. M. R. Equation of mind with brain. *A.M.A. Arch. Neurol. Psychiat.*, 1953, 69, 381-383.—(Abstract).

296. Wechsler, I. S. Neurology at the crossroads. *J. nerv. ment. Dis.*, 1952, 116, 488-494.—A brief review of some of the salient points in the history of neurology are presented. The era of classification in neurology is drawing to a close. New trends in research in neurology are aimed toward a more precise investigation of function in its relation to structure. New research tools useful in this type of investigation are described.—(J. A. Stern).

297. Wilkie, J. S. The science of mind and brain. New York: Longmans, Green, 1953. (Hutchinson's University Library.) viii, 160 p. \$2.25.—A systematic presentation of what is known concerning the relations between mental phenomena and brain physiology. Attention is "focused upon direct studies of the higher centres of the brain, rather than upon inferences derived from the theory of calculating machines." 114 references.—(M. J. Wayner, Jr.).

298. Woodbury, J. Walter. (U. Washington, Seattle.) Recording central nervous activity with intracellular ultramicroelectrodes: use of negative-capacity amplifier to improve transient response. *Fed. Proc.*, 1953, 12, 159.—(Abstract).

(See also abstracts 191, 365, 366, 380, 382, 384, 386, 391, 392, 516, 520, 1415)

RECEPTIVE AND PERCEPTUAL PROCESSES

299. Bender, Morris B. (New York U. Coll. Med.) Disorders in perception; with particular reference to the phenomena of extinction and displacement. Springfield, Ill.: Charles C. Thomas, 1952. viii, 109 p. \$3.00.—This monograph is based upon a series of studies on disorders in perception made between 1943 and 1950. The monograph contains 8 chapters: (1) Introduction, (2) Modes of stimulation and the phenomenon of extinction, (3) Sensory phenomena obtained on simultaneous stimulation in the normal, (4) Extinction phenomena in disease, (5) Special studies in extinction, (6) Extinction and the phenomenon of sensory displacement, (7) Theories of extinction, (8) Summary. 110-item bibliography.—(S. Hutter).

300. Bovard, Everett W., Jr. (U. Toronto, Can.) Conformity to social norms in stable and temporary groups. *Science*, 1953, 117, 361-363.—Description and findings are reported for a set of experiments designed to explore the proposition "that modification of individual perceptions of an objective stimulus in the direction of a group norm is a function of group structure, more particularly of the amount of verbal interaction among group members facilitated by such structure."—(B. R. Fisher).

301. Brunswik, Egon, & Kamiya, Joe. (U. California, Berkeley.) Ecological cue-validation of 'proximity' and of other Gestalt factors. *Amer. J. Psychol.*, 1953, 66, 20-32.—Proximity is found to be a potential indicator of mechanical coherence. The factors of "symmetry" with and without "closedness" are also found to influence mechanical coherence although the evidence here was not statistically significant due to limited sampling. The authors come to the conclusion that the above findings support the concept of generalized probability learning rather than the concept of autochthonous gestalt dynamics of the brain field in accounting for the effect of proximity in perceptual organization.—(J. A. Stern).

302. Cheesman, G. H., & Mayne, Stella. (Reading U., Eng.) The influence of adaptation on absolute threshold measurements for olfactory stimuli. *Quart. J. exp. Psychol.*, 1953, 5, 22-30.—"A group-test method of determining the mean absolute olfactory threshold to a test stimulus for a group of subjects is described. Probit analysis is employed to... measure the change in sensitivity to the test stimulus due to adaptation to the masking stimulus. When the values of the logarithm of the threshold concentration of the test stimulus are plotted against the logarithm of the concentration of the masking stimulus for a pair of odorous materials, a straight line is obtained. It is suggested that the gradient of this line may be used as a measure of the degree of community of odour-property between the pair of substances."—(F. A. Muckler).

303. Dijkhuis, J. H. Recherches sur les représentations provoquées par l'audition des bruits. (Researches on the images evoked by the audition of noises.) *J. Psychol. norm. path.*, 1953, 46, 188-214.—In most studies the auditive and visual world are dealt with separately. In a series of five experiments the author investigates the relations between auditory stimuli and the visual representations of the unknown causes of these noises. In all but one of these experiments the subjects were psychology students who were instructed to report either verbally or graphically what they thought they had heard during auditory stimulation. The last experiment reported was a comparative study of blind and normal subjects. In conclusion the author states that "the man who sees normally can project optical images on a background made of acoustical impressions." But never do these images proceed from associations or rational conclusions as would be expected if there was continuity in the directly experienced unity of the world.—(D. Bélanger).

304. Fessard, A. Neurophysiologie de la motricité: fonctionnement et rôle des propriocepteurs. (Neurophysiology of motion: functional role of proprioceptors.) *Année psychol.*, 1952, 52, 101-113.—In the light of recent developments a discussion is presented of various investigations on the different aspects of the motor behavior of man, normal and pathological, by the use of electrophysiological techniques. Stress is placed on the proprioceptors of striated musculature. 30 references.—(G. E. Bird).

305. Francés, Robert. Les niveaux de la perception, d'après des recherches récentes. (The levels of perception, according to recent researches.) *J. Psychol. norm. path.*, 1953, 46, 87-95.—Critique of current researches and theories regarding perception.

Current publications are described as sacrificing clarity of concepts and meaningfulness to rigor of experimental technique and mathematical methods. 20 references.—(G. Elias).

306. Guedry, F. E., Jr., Ray, J. T., & Niven, J. I. (U. S. Naval Sch. Aviat. Med., Pensacola, Fla.) **The influence of visual orientation on apparent bodily rotation following actual rotation.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. Rep. No. NM 001 063.01.23, 5 p.—"Feelings of apparent bodily rotation are very similar in their general characteristics to the oculogyral illusion. This 'postural component' can be reported independently of the visual illusion. Three experienced observers were required to report it under two conditions of rotary acceleration and deceleration, identical except that in one there was interpolated a 5 sec. period of general room illumination following deceleration. All observers reported the first effect and the beginning of the second effect in the totally dark condition, but feelings of apparent bodily rotation were inhibited by the visual orientation afforded during illumination of the room."—(W. F. Grether).

307. Guillemin, Victor, Jr., & Wechsberg, Pablo. **Physiological effects of mechanical vibration.** *USAF, Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-1203-0002, 16 p.—Small groups of rats subjected to mechanical vibration under controlled conditions of duration, intensity, and frequency showed alterations of vascular tonus as expressed in terms of delayed rewarming of vibrated extremities after standard chilling. Frequencies of 3,600 and 7,200 cycles per minute and an acceleration amplitude of 8 to 9 g-units were used. Rewarming times increased progressively with exposure time of as much as 1,000 hours, returned to normal values after a 30-day rest period, and increased again during a second period of exposure. Alterations of vascular tonus appeared earlier in rats exposed to higher frequency. Abnormal paw capillaries were observed after prolonged vibration. Preliminary experiments showed that low oxygen tension aggravates vibration-induced vasomotor disturbances.

308. Henry, Franklin M. (U. California, Berkeley.) **Dynamic kinesthetic perception and adjustment.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1953, 24, 176-187.—Very little attention has been given the "nature of kinesthesia." The author has tested 12 male P.E. majors on two types of kinesthetic adjustment. The results attained demonstrated "a reasonably close correspondence between the average perception of pressure change and ability to respond by maintaining a constant pressure during the irregular cam cycle" (a motor driven cam used to vary pressure in a spring-loaded lever).—(M. A. Seidenfeld.)

309. Jones, F. Nowell. (U. California, Los Angeles.) **A test of the validity of the Elsberg method of olfactometry.** *Amer. J. Psychol.*, 1953, 66, 81-85.—The Elsberg method was used for determining thresholds for three levels of concentration of each of two substances. No significant effect of concentration was found. The author concludes that "the blast-injection threshold is not comparable to thresholds found in terms of odor concentration, and is not translatable into molecular terms."—(J. A. Stern).

310. Lacy, O. W., Lewinger, Natalie, & Adamson, John F. (U. Pennsylvania, Philadelphia.) **Foreknowledge as a factor affecting perceptual defense and alertness.** *J. exp. Psychol.*, 1953, 45, 169-174.—60 graduate students were presented 15 obscene taboo words and 15 infrequently encountered nontaboo words in a study of recognition thresholds and their dependence upon the S's expectations. It was found that taboo words were less easily recognized than nontaboo words when S had no reason to expect to see emotion-arousing words, but that when such an expectation existed the reverse was true. 16 references.—(A. K. Solarz).

311. Laha, S. C. **Concept of time.** *Samikṣā* 1952, 6, 12-20.—In more primitive societies time is divided only into day and night. Time-sense is directly proportional to the growth of civilization. Repeated libidinal dissatisfactions give rise to tiny flashes of time in consciousness. Normal time sense is the result of a continuous conflict between the unconscious libido and the superego. The ambivalent love and hate of the father is attached to time also. Time-sense is not inherent in our psyche.—(D. Prager).

312. Le Magnen, J. **Travaux récents sur les sensibilités chimiques.** (Recent works on the chemical sensations.) *Année psychol.*, 1952, 52, 417-427.—Experiments with rats indicate that olfactory discrimination shows differences according to sex. With human beings, the fifty-year-old is more tolerant of disagreeable odors than are children, with little sex difference. Many investigations are cited in the fields of both smell and taste.—(G. E. Bird).

313. Livingston, W. K. **What is pain?** *Sci. Amer.*, 1953, 188 (3), 59-66.—A discussion of pain including neurological and physiological factors, methods of measuring, and biological significance. While a precise definition of pain is difficult to formulate the author feels that the psychological variable of awareness must be included.—(C. M. Louttit).

314. McCleary, Robert A. **Psychophysiological effects of cold. 1. The role of skin-temperature and sensory sensitivity in manual performance decrement.** *USAF, Sch. Aviat. Med. Proj. Rep.*, 1953, Proj. No. 21-1202-0004, Rep. No. 1, 16 p.—72 subjects were timed on a manual performance test at 6 different ambient temperatures (70°, 32°, 0°, -10°, -20°, and -40° F.). Percent-decrement in performance increased as a positively accelerated function over this temperature range. The rate of decline of digital skin-temperature and sensory sensitivity to cold as measured in a separate test session in the cold were both shown to differentiate the subjects significantly with regard to their ability to perform in low temperatures. Cold tolerance may also be related to complexion differences.

315. Mann, Cecil W., & Boring, Randolph O. (Tulane U., New Orleans, La.) **The role of instruction in experimental space perception.** *J. exp. Psychol.*, 1953, 45, 44-48.—The findings suggest that type of instructions and practice influences the precision with which subjects, when placed in various degrees of lateral inclination, set a target rod to the gravitational vertical. The subjects were 8 undergraduates divided into two groups.—(A. K. Solarz).

316. Murray, Edward J., Wells, Herbert; Kohn, Martin, & Miller, Neal E. (Yale U., New Haven,

Conn.) Sodium sucaryl: a substance which tastes sweet to human subjects but is avoided by rats. *J. comp. physiol. Psychol.*, 1953, **46**, 134-137.—A series of experiments comparing the taste reactions of humans and rats to sodium sucaryl and saccharin are reported. Human subjects liked moderate concentrations of sucaryl about as well as a standard saccharin solution, but preferred saccharin to higher concentrations of sucaryl; rats preferred water to the 3 human-preferred sucaryl solutions, although saccharin preferences were little different from those of humans. It is concluded that the taste mechanisms of rat and human differ, probably in terms of differential thresholds for sweet and bitter.—(L. I. O'Kelly).

317. Ohwaki, Sonoko. A developmental study of weight perception—especially on Charpentier's illusion. *Toboku Psychol. Folia*, 1953, **13**, 120-142.—The illusion of weight through volume develops rapidly between 4 and 5 years (M. A.). Below this age, Charpentier's illusion is rarely experienced, and there is no differentiation of visual and weight perception. Weight perception seems to be completed both by the synthetic differentiation of various fields of perception and by one's experience in the life situation.—(G. Rubin-Rabson).

318. Oléron, Geneviève. Influence de l'intensité d'un son sur l'estimation de la durée. (Influence of the intensity of a sound on the estimation of duration.) *Année psychol.*, 1952, **52**, 383-396.—An increase of intensity of sound leads to over-estimation of its duration. To obtain the same relative effect of over-estimation, the level of intensity should be stronger than the extent of the duration.—(G. E. Bird).

319. Piéron, H. Les déformations structurales dans la transmission scientifique. (Structural deformations in scientific transmission.) *Année psychol.*, 1952, **52**, 83-89.—The deformations observed in perception depend upon two principles which facilitate experience through acceleration of knowledge and economy of registering same: the principle of reducing the least known to what is more familiar and reducing the complex to the simple. By means of examples the author predicates his kinaesthetic theory of orientation, also his hypnotic theory of sleep.—(G. E. Bird).

320. Piéron, Henri. (Coll. France, Paris.) *The sensations; their functions, processes and mechanisms*. New Haven, Conn.: Yale University Press, 1952. xxiii, 469 p. \$6.00.—This English translation is an entirely revised edition of the earlier French publication. It is a synthesis as well as summary of what is known of sensation. The book is divided into 4 parts: From the stimulus to the sensation; The problem of the excitation mechanisms; The basis of qualitative appreciations; and The basis of quantitative appreciations. 40-page bibliography.—(M. J. Wayner, Jr.).

321. Sheppard, D. (U. Reading, Eng.) Subjective assessments of firmness: the use of a rating scale. *Quart. J. exp. Psychol.*, 1953, **5**, 1-9.—Subjects were required to rate steel springs for firmness on a 7-point scale. Absolute judgments were found to be a function of the firmness of the series of springs being judged; the same effect was found whether the interval between judgments on each series was 15 minutes or one day. Difference thresholds are re-

ported. Little relationship was found between discriminative skill and strength of grip as measured by a finger dynamometer. Other results are reported and discussed.—(F. A. Muckler).

322. Spiegel, E. A., & Wycis, H. T. (Temple U., Philadelphia, Pa.) Mesencephalotomy in treatment of "intractable" facial pain. *A.M.A. Arch. Neurol. Psychiat.*, 1953, **69**, 1-13.—Electrolytic lesions made in the pain-conducting pathways of 6 patients at the level of the midbrain or along with lesions within the dorsomedial nuclei of the thalamus are described in terms of methods, side-effects, and recovery measures.—(L. A. Pennington).

323. Zutt, J. "Ausersichsein" und "auf sich selbst Zurückblicken" als Ausnahmezustand: zur Psychopathologie des Raumerlebens. ("Being outside oneself" and "looking back on oneself" as special conditions: a contribution to the psychopathology of spatial experience.) *Nervenarzt*, 1953, **24**, 24-30.—Special states are described in which the subject has an experience of himself at a distance looking down upon himself. The author shows how the elements of such experience are present in normal perception, though differently organized. Our usual locus of experience is outside our body in space perceived as three-dimensional. Moreover, we may experience a "glance" quite apart from the presence of eyes, as in front of a crack in a door. The content of the self-image at a distance may be suggested by marginal visual perceptions of one's own body while looking at a more distant object.—(E. W. Eng).

(See also abstracts 85, 554, 557, 675, 978, 1209, 1668)

Vision

324. Aserinsky, Eugene, & Kleitman, Nathaniel. (U. Chicago, Illinois.) Eye movements during sleep. *Fed. Proc.*, 1953, **12**, 6-7.—(Abstract).

325. Bartley, S. Howard, & Wilkinson, Frank R. (Michigan State Coll., E. Lansing.) Certain factors in producing complexity of response to a single pulse of light. *J. Psychol.*, 1953, **35**, 299-306.—This experiment studies the two-flash phenomenon by manipulating pulse intensity and duration, and varying the area of the image on the retina. A disk of light was projected on an opal-glass screen and viewed from the opposite side, duration of pulses being regulated by an episcotister. 6 different stimulus areas were produced by varying distances from the target from 1.5 to 15 feet, one pulse every .86 sec., and durations from 3 to 142 msec. Results, in brief, showed that the second flash depends on both activity of rod and cone systems, and a precise temporal relation (60 msec. difference).—(R. W. Husband).

326. Baumgardt, E. Le phosphène électrique comme moyen d'analyse des mécanismes de contraste et des illusions d'optique. (The electric phosphene as a means of analysing mechanisms of contrast and optical illusions.) *Année psychol.*, 1952, **52**, 137-145.—Such well-known illusions as the Müller-Lyer, Wertheimer Benary and Landolt are used to illustrate the theory presented.—(G. E. Bird).

327. Berger, P., & Ségel, J. La discrimination du plan de polarisation de la lumière par l'oeil de l'abeille. (Discrimination of the plane of polarization of light in the eye of the bee.) *C. R. Acad. Sci.*

Paris, 1952, 234, 1308-1312.—Certain insects, notably bees and ants, are capable of orienting with respect to the plane of polarization of sky light. Observations are reported on dissected parts of the bee's eye using a polarizing microscope. These observations demonstrate the existence of two structures in the eye which provide a basis for discriminating the plane of polarization. Both structures require a differential reaction to excitation in different parts of the visual field due to differential polarization effects. Nothing in the structure of the eye indicates the possibility of a differential polarization within a single ommatidium.—(R. W. Burnham).

328. Chapanis, A., & McCleary, R. A. (Johns Hopkins U., Baltimore, Md.) **Interposition as a cue for the perception of relative distance.** *J. gen. Psychol.*, 1953, 48, 113-132.—Helmholtz' formulation in Ratoosh's revised form to define the stimulus conditions for interposition as a cue for depth was experimentally disproven. It seemed clear to the experimenters that in attempting to define the stimulus characteristics for interposition the overall configuration and meaningfulness of the patterns involved were important.—(M. J. Stanford).

329. Christman, R. J. (West Virginia U., Morgantown.) **Figural after-effects utilizing apparent movement as inspection-figure.** *Amer. J. Psychol.*, 1953, 66, 66-72.—Figural after-effect was measured by use of conventional inspection-figure and a figure composed of two small rectangles which bounded the area of the conventional test figure. It was found that if apparent movement was induced in this latter figure a larger figural-after effect was produced than with conventional test figure. The results are interpreted within the Köhler-Wallach hypothesis for apparent movement.—(J. A. Stern).

330. Cibus, Paul A., Gerathewohl, Siegfried J., & Rubinstein, David. **Depth perception in monocular and binocular vision.** *USAF, Sch. Aviat. Med. Spec. Rep.*, 1953, 12 p.—Experiments showed that perspective and stereopsis are strong cues in depth perception. Motion in conjunction with weak cues was found to inhibit depth perception.

331. Clark, Brant, & Graybiel, Ashton. (U. S. Naval Sch. Aviat. Med., Pensacola, Fla.) **The duration of the oculogyral illusion as a function of the interval between positive and negative acceleration.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. Rep. No. NM 001 059.01.28, 9 p.—"Thirty-one subjects reported the duration of the oculogyral illusion during and following rotation for a series of trials with 6 different intervals of constant rotation between acceleration and deceleration. The inhibitory effect of the preceding acceleration was greatest when deceleration followed acceleration immediately; in some cases the post-rotational effect was eliminated completely. The inhibitory effect decreased rapidly up to approximately 30 seconds and very gradually beyond this up to 120 seconds."—(W. F. Grether).

332. Crerar, J. W., & Ross, J. A. John Dalton, F.R.S., D.C.L., LL.D., Captain Joseph Huddart, F.R.S. and the Harris family; historical notes on congenital colour blindness. *Brit. J. Ophthalmol.*, 1953, 37, 181-184.—The contributions of early writers to the subject of congenital color blindness are reviewed briefly.—(D. Shaad).

333. Dufour, R., & Cuendet, J. F. **Appréciation quantitative des perturbations des fonctions visuelles.**

(A propos d'un cas de traumatisme du nerf optique.) (The quantitative determination of disturbances of visual functions. (A case of optic nerve trauma.)) *Ophthalmologica*, 1952, 123, 247-255.—Isopters for visual acuity in 12 meridians of each eye, visual field limits and brightness thresholds were taken on a patient following injury to the cerebral circulation which left one eye severely reduced. Method of computing in log units, effect of loss or reduction of visual function in one eye on the other.—(S. Renshaw).

334. du Mas, Frank M. (Louisiana State U., Baton Rouge.) **A new visual illusion.** *Amer. J. Psychol.*, 1953, 66, 142-143.—A new visual illusion, easily reproducible, is described. "Anyone with one good eye and two fingers who is interested in the phenomenon can easily reproduce and observe it."—(J. A. Stern).

335. Durup, G. **Tableau du vocabulaire fondamental de la couleur.** (Picture of the fundamental vocabulary of color.) *Année psychol.*, 1952, 52, 91-100.—A synoptic table is presented of the principal standardized terms recommended in current languages in the realm of physics, color measurement, and psychology. The meager vocabulary on the subject has created difficulty owing to the absence of appropriate verbs and prepositions to avoid confusion among the variables of stimulus and responses.—(G. E. Bird).

336. Eames, Thomas H. **Correspondence between visual acuity, refractive error, and the speed of visual perception.** *Brit. J. Ophthalmol.*, 1953, 37, 312-313.—A high positive correlation was demonstrated between speed of visual perception and acuity both before and after correction of refractive errors.—(D. Shaad).

337. Ehlers, Holger. **Clinical testing of visual acuity.** *A.M.A. Arch. Ophthalmol.*, 1953, 49, 431-434.—The first inflection point of a distribution curve of visual acuities is the best clinical (ophthalmologist's) norm. This closely approximates the Snellen standard of 5 minutes of visual angle. "There cannot be one true value only for the visual acuity of an eye." The refraction may differ "by several diopters" in different meridians of the same eye.—(S. Renshaw).

338. Eriksen, Charles W. (Johns Hopkins U., Baltimore, Md.) **Object location in a complex perceptual field.** *J. exp. Psychol.*, 1953, 45, 126-132.—A study designed to investigate the perceptual variables that determine the speed with which target objects can be located from among a large field of objects. Field heterogeneity was found to be important when its objects varied as to hue, form, size, and brightness. Target objects unique on several dimensions were located more rapidly than when unique on only one dimension.—(A. K. Solarz).

339. Fraser, D. C. (Cambridge U., Eng.) **The relation of an environmental variable to performance in a prolonged visual task.** *Quart. J. exp. Psychol.*, 1953, 5, 31-32.—18 subjects were required to discriminate 20 randomly dispersed 3 mm. holes from a series of 2 mm. holes presented visually over an hour period. The presence of the experimenter was found to decrease the number of errors (missed signals) as compared with performance while the experimenter was absent.—(F. A. Muckler).

340. Fry, Glenn A. (Ohio State U., Columbus.) **Research in accommodation and convergence.** *Amer.*

- J. Optom.*, 1953, **30**, 169-176.—A summary of work in this field done at the Ohio State University since 1935.—(M. R. Stoll).
341. Galfret, Yves, & Piéron, Henri. Du relèvement préadaptatif de la fraction différentielle aux luminances élevées. (The increase of the differential fraction with increased light.) *Année psychol.*, 1952, **52**, 1-37.—Theories of Weber and others are presented. Differences are explained by differences in the state of adaptation of the eye at the time that the differential threshold is measured. By means of many graphs and tables the belief is established that the curve of evolution of the differential fraction is comparable to the increase as indicated by the clock of Gauss. Also, variations of the differential fraction can be attributed to the action of inhibitory mechanisms in the nervous system. 38 references.—(G. E. Bird).
342. Gebhard, J. W. (Appl. Physics Lab., Johns Hopkins U., Silver Spring, Md.) Motokawa's studies on the electric excitation of the human eye. *Psychol. Bull.*, 1953, **50**, 73-111.—Electric threshold (occurrence of phosphenes) as a function of photic stimulation constitutes the bulk of the data. The results of Motokawa and his collaborators are organized under the headings: (1) excitability (sensitization, adaptation level, time, position, intensity); (2) color discrimination (deficiency, wave length, intensity, inhibition, microstimulation); (3) summation, contrast and optical illusions; (4) the stimulus strength-frequency relationships; (5) a new measure of general fatigue. There is critical discussion of techniques, measurements and sampling. 88-item bibliography.—(M. R. Marks).
343. Gibson, Eleanor J., & Smith, Joann. (Cornell U., Ithaca, N. Y.) The effect of training in distance estimation on the judgment of size-at-a-distance. *USAF Hum. Resour. Res. Cent., Res. Bull.*, 1952, No. 52-39, vi, 19 p.—Training in the estimation of the absolute distance of objects produced no improvement in the judgment of the size of these objects. These negative results may be due to the high accuracy of size judgments possible without training (i.e., to the high degree of size constancy in this situation). Specially prepared photographs were used for training and testing.—(A. Chapanis).
344. Halpern, L. Secondary disturbances of perception. *J. nerv. ment. Dis.*, 1952, **116**, 783-787.—Visual perceptions are not only determined by the integrity of the optic system but are also affected by statokinetic factors.—(J. A. Stern).
345. Harper, Robert S. (Knox Coll., Galesburg, Ill.) The perceptual modification of colored figures. *Amer. J. Psychol.*, 1953, **66**, 86-89.—A series of orange colored figures were superimposed upon a red background whose degree of "redness" could be varied by the experimenter. Colored figures were either meaningful, i.e., the color of the figure reflecting the color of the actual object, or non-meaningful. Significant differences in amount of background color required for making the figure indistinguishable with the background were found between meaningful and non-meaningful figures, more red being required to make the meaningful figure indistinguishable from the ground. The author comes to the conclusion that past experience affects perception of color.—(J. A. Stern).
346. Hubbard, Ruth; Gregerman, Robert I., & Wald, George. (Harvard U., Cambridge, Mass.) Geometrical isomers of retinene. *J. gen. Physiol.*, 1953, **36**, 415-429.—"Five crystalline retinenes have been isolated, which have every appearance of being cis-trans isomers of one another," although present theory predicts only four. Those found may differ by some other characteristic than cis-trans isomerization.—(S. S. Marzolf).
347. Hubbard, Ruth, & Wald, George. (Harvard U., Cambridge, Mass.) Cis-trans isomers of vitamin A and retinene in the rhodopsin system. *J. gen. Physiol.*, 1952, **36**, 269-315.—For the synthesis of rhodopsin a specific cis isomer of vitamin A is needed. Since vitamin A isomerizes in the body, it is probable that any geometrical isomer can fulfill all the nutritional needs for this vitamin.—(S. S. Marzolf).
348. Inomata, Satoru. (Shiga U., Japan.) Shiteki nagasa no keiji hikaku ni okeru jikan gosa. (The time-error in successive comparison of visual length.) *Jap. J. Psychol.*, 1952, **23**, 163-169.—Subjects were asked to compare the length of different lines, each projected on a screen after a standard line. The time-error was found to be negative in all the judgments made. Variation in the experimental design showed that the order of presentation of the standard stimulus—whether it came before or after the variable stimulus—had no significant effect on the time-error. With increase in the number of trials or experimental series, the time-error tended to shift towards the positive direction. This tendency to shift was absent in abnormal children, while present in the normals. In Japanese with English summary.—(A. M. Niyekawa).
349. Ittelson, William H. (Princeton U., N. J.) A note on "Familiar size and the perception of depth." *J. Psychol.*, 1953, **35**, 235-240.—The author objects to Hochberg's assertion (27: 2484) that the only visual depth cue which necessitates the use of the explanatory concept of past experience is familiar size, and that evidence on this subject is scanty. 5 situations are cited.—(R. W. Husband).
350. Iwawaki, Saburō. (Kyoto U., Japan.) Jidō undō no jikkenteki kenkyū. (An experimental study of autokinetic movement.) *Jap. J. Psychol.*, 1952, **23**, 153-162.—The experiment was designed to find the conditions that produce autokinetic phenomenon—how the perceived movement of an unmoving, isolated lighted point in the dark can be regulated or stabilized. From the results of 13 varied experiments, it is concluded that the autokinetic movement can be restrained or extinguished under either of the following two conditions: (1) when the lighted point has an anchorage in the "object world" (vs. "ego"), such as being perceived with a line in the surrounding as a frame of reference, or (2) when it is included in the "ego" domain and thus loses its stand against "ego" in the "object world," such as being made manipulatable by the subject himself. In Japanese with English summary.—(A. M. Niyekawa).
351. Landis, Carney. (New York State Psychiatric Inst., New York.) Effect of certain physiological determinants on CFF thresholds. *Fed. Proc.*, 1953, **12**, 82.—(Abstract).
352. Murgolske, Marshall. Significance of objective tests in binocular motor problems. *Optom. Wkly.*, 1953, **44**, 459-464; 503-506.—A series of tests are

described which are recommended as supplementing the standard tests done by the use of instruments in optometry.—(D. Shaad).

353. Marshall, M. P. F. **Infra-red image converter in rod scotometry.** *Brit. J. Ophthalmol.*, 1953, 37, 316-317.—A method of controlling fixation by reflected infra-red light in mapping rod vision fields is presented.—(D. Shaad).

354. Michaels, David D. **The nature of visual adaptation.** *Optom. Wkly*, 1953, 44, 373-377; 633-642.—Photochemical aspects of visual adaptation are reviewed. 40 references.—(D. Shaad).

355. Mote, F. A. (U. Wisconsin, Madison.), & Riopelle, A. J. **The effect of varying the intensity and the duration of pre-exposure upon subsequent dark adaptation in the human eye.** *J. comp. physiol. Psychol.*, 1953, 46, 49-55.—The course of dark adaptation following pre-exposures of all combinations of 4 intensities and 4 durations was measured on two human subjects. Initial threshold rises as a function of increased pre-exposure intensity or duration. "When the pre-exposure intensity is increased by a given factor, the initial threshold value is raised more than if the duration is increased by the same factor." The test stimulus was violet, and the last report of color was at lower intensity values when the pre-exposure was of lower intensity.—(L. I. O'Kelly).

356. Newhall, Sidney M. **Relation of the Rayleigh ratio to color-temperature.** *Amer. J. Psychol.*, 1953, 66, 135-137.—The Rayleigh ratio varies inversely with both color-temperature and lamp-voltage. An average change of about 0.01 in the Rayleigh ratio was produced in the range 2450° to 2850° by changes of 30° in color temperature or by changes of 0.26 v. in lamp-voltage.—(J. A. Stern).

357. Ogle, Kenneth N., & Prangen, Avery deH. **Observations on vertical divergences and hyperphorias.** *A.M.A. Arch. Ophthalmol.*, 1953, 49, 313-334.—By means of the fixation disparity technique, hyperphorias were studied while the eyes were forced into vertical divergences by prisms. It was found that most subjects are able to compensate completely for vertical prism divergences certainly exceeding 6 diopters. For these subjects it was found, however, that the basic hyperphoria was maintained independent of the compensation. The problem of why hyperphorias persist in spite of the ability of the eyes to compensate for large vertical divergences is considered.—(S. Renshaw).

358. Ohwaki, Yoshikazu, & Kihara, Takashi. **A new research on the so-called "Bocci image."** *Toboku Psychol. Folia*, 1953, 13, 157-180.—The Bocci image must be regarded as a characteristic special image which is to be distinguished from the binocular or monocular after-image. Age and sex differences appear both in the aimple and the form and color stimuli. In adults the image seems conditioned by peripheral factors and is similar to an after-image. In children under 12, the Bocci is quite like an eidetic image.—(G. Rubin-Rabson).

359. Padgham, C. A. **Quantitative study of visual after-images.** *Brit. J. Ophthalmol.*, 1953, 37, 165-170.—A binocular matching technique was applied to the quantitative study of after-images.—(D. Shaad).

360. Riopelle, Arthur J., & Bevan, William, Jr. (Emory U., Atlanta, Ga.) **The distribution of scotopic sensitivity in human vision.** *Amer. J. Psychol.*, 1953, 66, 73-80.—Monocular scotopic brightness sensi-

tivity was determined for 8 positions on each of 16 equally spaced radii and isometric sensitivity contours constructed. These contours were found to be ovoid in character with major axis in the horizontal dimension. Maximal sensitivity in the horizontal meridian is found on either side of fovea at 20-30 degree eccentricity. Thresholds are generally lower for superior than inferior retina. Results are discussed in relation to available information on distribution of retinal structure.—(J. A. Stern).

361. Robinson, Helen M. (U. Chicago, Ill.) **An analysis of four visual screening tests at grades four and seven.** *Amer. J. Optom.*, 1953, 30, 177-187.—Preliminary report of a continuing study designed to evaluate, interpret, and, if necessary, construct adequate visual tests suitable for use in the public schools. The Orthorater, Keystone, Eames, and Massachusetts Vision Test are compared. Some results of multiple factor analysis are reported. Four factors are indicated in acuity tests: visual resolution, accommodation, an instrument factor, and a fourth unidentified factor. Loadings varied between far and near tests. Data are reported on problems of acceptable passing standards, test reliability, agreement with results of professional examination, and ease of administration.—(M. R. Stoll).

362. Rosenberg, Robert; Flax, Nathan; Brodsky, Bernard, & Abelman, Lawrence. (Columbia U., New York.) **Accommodative levels under conditions of asymmetric convergence.** *Amer. J. Optom.*, 1953, 30, 244-254.—A haploscope was modified to permit measurement of accommodation of each eye separately (by the method of stigmatoscopy) while subjects maintained clear binocular fixation on a target placed 5, 10, 15, 20 and 25° to the side of the midline at distances of 12 and 20 cm. Data were corrected for inequalities observed under conditions of symmetrical convergence, and were combined for observations to the left and to the right of the midline. More accommodation was always indicated for the nearer object. Measured accommodation differences approximated calculated amounts necessary to maintain clear vision in asymmetric convergence.—(M. R. Stoll).

363. Sandström, Carl Ivar. **Orientation in the present space.** Stockholm, Sweden: Almqvist and Wiksell, 1951. 193 p.—What is believed to be a newly discovered phenomenon, that of the "luminous-point," (a luminous point in a dark room cannot be correctly pointed to) is described and findings from laboratory experimentation are reported. Sex differences are found in that target deviations are greater for women than for men. There are wide inter-individual differences but high intra-individual constancies. A distinction is made between two kinds of "present space": the static and the dynamic. The relationship to the autokinetic effect is considered. 137-item bibliography.—(A. E. Kuenzli).

364. Saucer, Rayford T. (Georgia Inst. Tech., Atlanta.) **The nature of perceptual processes.** *Science*, 1953, 117, 556-558.—Recent findings and their interpretation, from a program of research in apparent motion perception, facilitated by the application of electronic control to the switching of light sources. Particular efforts are made to relate the phenomena explained by field theory to physiological mechanisms.—(B. R. Fisher).

365. Schaefer, K. E., & Carey, Charles. (U. S. Naval Med. Res. Lab., New London, Conn.) Effect of increased CO₂ concentrations on flicker fusion frequency and alpha blocking time. *Fed. Proc.*, 1953, 12, 125-126.—(Abstract).
366. Schildge, Eugen. Reversible corticale blindheit bei occipital ausgelöstem elektroshock. (Reversible cortical blindness following occipital electric shock treatment.) *J. nerv. ment. Dis.*, 1952, 116, 828-840.—6 cases of transient cortical blindness following electroshock treatment through occipital leads are described. The degree of blindness and speed of recovery varied from patient to patient. The individual case histories are presented in detail. English summary.—(J. A. Stern).
367. Segal, J. La vision des couleurs. (Color vision.) *Année psychol.*, 1952, 52, 127-135.—Differences of opinion are discussed concerning current theories. Also the effect of drugs on vision is explained.—(G. E. Bird).
368. Siegel, Arthur I. Deprivation of visual form definition in the ring dove. I. Discriminatory learning. *J. comp. physiol. Psychol.*, 1953, 46, 115-119.—By placing a plastic hood over the heads of doves before their eyes opened, visual form discrimination was prevented until the birds were between 8 and 12 weeks of age. Using a jumping apparatus, after preliminary training the birds were practiced in a visual form discrimination problem. The hooded birds took significantly longer to reach a criterion of learning than did control birds. "This finding is interpreted as being in conformity with perceptual theories which maintain that a change in the neural substrate, dependent upon previous visual experience, is a prerequisite for normal adult visual function."—(L. I. O'Kelly).
369. Taylor, Frank W. R. (U. Toronto, Ont., Can.) The discrimination of subliminal visual stimuli. *Canad. J. Psychol.*, 1953, 7, 12-20.—Geometric figures were presented tachistoscopically to 8 S's at a speed and illumination below their visual threshold, one of the 6 figures receiving shock reinforcement. Electric skin responses between the left forefinger and middle finger were recorded. Group results show that responses to reinforced stimuli are significantly more frequent than to non-reinforced. This is interpreted to mean the presence of "subception" for the reinforced stimulus.—(J. Bucklew).
370. Tresselt, M. E., & Simberg, A. L. (New York U.) A quantitative experimental investigation of the phenomenon of closure. *J. gen. Psychol.*, 1953, 48, 21-27.—The phenomenon of closure depends upon the size of a gap in a circle and upon the length of exposure time of the stimulus. It is suggested that anchoring to a frame of reference may be a primary factor.—(M. J. Stanford).
371. Walsh, E. G. (U. Edinburgh, Scotland.) Visual reaction times and the α -rhythm, an investigation of a scanning hypothesis. *J. Physiol.*, 1952, 118, 500-508.—The visual reaction time to photopic and scotopic stimuli was measured. Fluctuation of reaction time did not appear to depend upon the amplitude or phase of the α -rhythm, at the moment of stimulation. Neither did the visual threshold appear to be related to the characteristics of the concomitant α -rhythm. A scanning theory of visual reaction time is discussed.—(B. A. Maher).
372. Weale, R. A. Spectral sensitivity curves and the absorption of light by the ocular media. *Brit. J. Ophthalmol.*, 1953, 37, 148-156.—Sensitivity curves for normal and color blind observers showed two characteristic humps at 450 and 480 μ which may be explained on the basis of pre-receptor absorption. 15 references.—(D. Shaad).
373. Wesley, Newton K., & Jessen, George N. The skew chart. *Optom. Wkly*, 1953, 44, 887-891; 929-939.—A method of comparing the relative changes in phorias under visual training is presented.—(D. Shaad).
374. Whiteside, T. D. C. (R.A.F. Inst. Aviat. Med., Farnborough, Eng.) Accommodation of the human eye in a bright and empty visual field. *J. Physiol.*, 1952, 118, 65-66.—An attempt was made to determine whether, in the presence of a bright field of vision in which there is no detail to fixate, accommodation can be relaxed voluntarily to infinity. A mean maximum relaxation of accommodation to 1.16D was found.—(B. A. Maher).
375. Yokose, Zensho, & Kawamura, Hisato. (Nagoya U., Japan.) Katsuchi no ba no chikura no hōko no kenkyū. I. (A study of the direction of the field force in shape perception. Report No. I.) *Jap. J. Psychol.*, 1952, 23, 133-143.—When a very small dot is placed at various points inside or outside different figures, the dot is perceived as displaced in various directions due to the influence of the figures. The direction and the quantity of displacement have been studied in relation to (1) distance between a figure and the point, (2) size of the figure, (3) characteristics of the figure, and (4) the position of the point (inside or outside) in a contour figure. It is concluded that the phenomenon of displacement of the point seems to be influenced by the direction of the field force of the figures in the psycho-physical field. In Japanese with English summary.—(A. M. Niyeckawa).
376. Zinnecker, K. S., & Ellerbrock, V. J. (Ohio State U., Columbus.) An investigation of the factors affecting the field of fixation through multifocal lenses. *Amer. J. Optom.*, 1953, 30, 202-209.—Correlative effects of pupil size, vertex distance, size of segment, and viewing distance are discussed.—(M. R. Stoll).

(See also abstracts 548, 571, 912, 1474)

Audition

377. Alexander, Irving E., & Githler, Frederick J. (Princeton U., N. J.) Effects of intense pure tone stimuli when magnitude of initial injury is controlled. *J. exp. Psychol.*, 1953, 45, 49-56.—8 guinea pigs were subjected to pure tone stimulation of either 300 cycles or 5000 cycles at a pressure of 1000 dynes/cm² to the point of 60 db loss in sensitivity for the stimulus. Test-retest measures of the cochlear potentials were taken and histological examination of the organ of corti was made. Findings showed that: (1) For a 300 cycle stimulus all tones up to 5000 cycles are affected to the same degree, those between 5000-10,000 more seriously. The injury is more permanent. (2) For a 5000 cycle stimulus the entire audiogram shows an approximately equal loss. Recovery of function takes place, some returning to normal sensitivity. Cochlear injury is

more restricted. Results are interpreted as generally unfavorable to the place hypothesis.—(A. K. Solarz).

378. Cook, Norman. **Electrolytes and noise susceptibility.** *Arch. Otolaryng., Chicago*, 1952, 56, 367-371.—It is suggested that latent hydrops is a factor in the susceptibility of the ear to noise-induced trauma. On the basis of clinical evidence obtained by a questionnaire, the following suggestive conclusions are offered: "(1) Endolymphatic hydrops in the form of a waterlogged labyrinth often exists in a latent form, (2) the cochlea often shares in extracellular edema, due to excess sodium intake or possibly to individual instability in the control of electrolyte balance, (3) such a cochlea may cause no symptoms, unless it is exposed to the traumatic influence of loud noise, and (4) this condition may explain, at least in part, the phenomenon of noise susceptibility."—(J. C. G. Loring).

379. Curry, E. Thayer. (U. Illinois, Urbana.) **Analysis of hearing loss patterns in a rural Illinois school system; a study of ears receiving medical treatment.** *Arch. Otolaryng., Chicago*, 1952, 56, 361-366.—The audiometric threshold changes between the spring and fall survey of children in the 5th, 7th, and 9th grades are studied by an analysis of the variance technique. Children were organized into 4 groups: girls receiving medical treatment, girls not receiving medical treatment, boys treated, and boys untreated. The results for the population studied seem to show that (1) "Thresholds in children who received medical treatment tended to show the same improvement as thresholds in children who did not receive treatment, (2) The proportion of thresholds showing improvement tended to be the same for both sexes, (3) Those children whose thresholds showed improvement at the time of the fall test tended to have a poorer threshold in the spring than did those showing decreased acuity in the fall, and (4) Children who show improvement should be studied separately from those whose hearing acuity decreases over the period of a study such as is here reported."—(J. C. G. Loring).

380. Diamond, Irving T., & Neff, William D. (U. Chicago, Ill.) **Role of auditory cortex in discrimination of tonal patterns.** *Fed. Proc.*, 1953, 12, 33.—(Abstract).

381. Flottorp, Gordon. (Harvard U., Cambridge, Mass.) **Effect of different types of electrodes in electrophonic hearing.** *J. acoust. Soc. Amer.*, 1953, 25, 236-245.—A series of experiments is reported in which alternating current was impressed to various structures of the external and middle ear. A wide variety of hearing phenomena are reported by subjects depending upon the size and location of the active electrode, upon the condition of the immediate tissue structure, and upon the polarization of the electrodes. The general conclusion is that the primary transducing mechanism is outside the cochlea and that, contrary to earlier hypotheses, the tympanic membrane is not important for the conversion of electrical energy to mechanical vibration. Extensive bibliography.—(I. Pollack).

382. Galambos, Robert; Perl, Edward R., & Casby, James U. (Army Med. Services Grad. School, Washington, D. C.) **Cortical localization of pure tone responses using a Laplacian electrode.** *Fed. Proc.*, 1953, 12, 48.—(Abstract).

383. Heise, George A. (Oberlin Coll., O.) **Auditory thresholds in the pigeon.** *Amer. J. Psychol.*,

1953, 66, 1-19.—Absolute thresholds for pure tones and white noise were determined for 6 pigeons by an operant conditioning technique. Threshold curves were similar to those determined by avoidance training. At low frequencies the pigeon's sensitivity to pure tones was similar to that of humans. The threshold curve for pigeons rose abruptly above 4000 cycles.—(J. A. Stern).

384. Jerison, Harry J., & Neff, William D. (U. Chicago, Ill.) **Effect of cortical ablation in the monkey on discrimination of auditory patterns.** *Fed. Proc.*, 1953, 12, 73-74.—(Abstract).

385. Kellogg, W. N., Kohler, Robert, & Morris, H. N. (Florida State U., Tallahassee.) **Porpoise sounds as sonar signals.** *Science*, 1953, 117, 239-243.—In explorations of the possible use by porpoises of echolocation in water, it has been shown that *T. truncatus* can respond to vibrations in water as high as 80,000 cycles/sec.; for echolocation, the animal must emit noises in a suitable temporal and frequency pattern. In this study, the details and findings of which are described, porpoise-produced sounds are measured and analyzed, and found suitable for echolocation, although it is not established that in fact *T. truncatus* does use echo-ranging.—(B. R. Fisher).

386. Khilov, K. L. **Kora golovnogo mozga v funktsii vestibularnogo analizatora.** (Cerebral cortex in the function of the vestibular analyzer.) Moskva: Gosud. Izd. Medits. Literatury, 1952. 84 p. 4 r. 30 kop.—"The principal task of this work is to give foundations of the contemporary notions about the sense organs as links in the complicated system of analysers, depending in their function on the influences of the external and internal environment and regulated by the cerebral cortex." Titles of 4 parts are: Criticism of some views on the localization function of the vestibular apparatus; On the role of cerebral cortex in the manifestation of the vestibulomotoric reflexes; On the cortical regulation of vestibulo-vegetative reactions; Cerebral cortex as an organ regulating special sensations. 56 references.—(M. Choynowski).

387. Ledoux, A. (Institut de Physiologie Léon Frédéricq, Liège, Belgium.) **Essai d'interprétation de la séméiologie vestibulaire à la lumière des faits acquis en électrophysiologie labyrinthine.** (A tentative interpretation of vestibular semiology in the light of facts acquired in labyrinthine electrophysiology.) *Acta neurol. psychiat. Belg.*, 1952, 52, 529-546.—In the light of studies of the relationship between (1) the electric activity of the nerves of the two external, right and left, semicircular canals, and (2) different labyrinthine lesions, an attempt is made to interpret diagnostically clinical labyrinthine symptoms such as presence or absence of Romberg, spontaneous nystagmus, deviation of the arms, inequalities of rotatory responses, inequality of response of one labyrinth only to the thermic test, etc. 33 references.—(F. C. Sumner).

388. Lewy, Alfred; Shapiro, Sherman L., & Leshin, Norman. **Functional examination of hearing.** *Arch. Otolaryng., Chicago*, 1952, 56, 61-91.—Summaries of the bibliographic material available in the field of otolaryngology for 1950-51 are presented. The following topics are covered: (1) hearing tests, (2) congenital and other types of deafness, (3) acoustic trauma, (4) rehabilitation, and (5) theory. 87-item bibliography.—(J. C. G. Loring).

389. O'Brien, Cyril C. (Marquette U., Milwaukee, Wis.) **Atypical tonal memory.** *J. Psychol.*, 1953, 35, 267-270.—110 music students were screened on the Seashore tonal memory test, and 22 of superior ability were given further testing. This consisted in a test of 30 paired, non-melodic, tonal patterns, played on the piano. Only 18 of the original 110 had better than a six-span tonal memory, less than 1% 10 notes, and none was able to hold in memory 11 or 12 non-melodic tones after a single hearing.—(R. W. Husband).

390. Piéron, Henri. **Le phénomène de l'audition atonale dans le sommeil léger.** (The phenomenon of toneless hearing in light sleep.) *Année psychol.*, 1952, 52, 393-395.—Several examples are cited of hearing the sounds of a clock as toneless upon awakening. The phenomenon is attributed to cortical dissociation. The auditory stimulations have not been integrated in a dream, but have caused awakening, which has permitted integration of experience in the waking thought.—(G. E. Bird).

391. Rosner, Burton S. (Yale U., New Haven, Conn.) **Cortical action potentials evoked by acoustic stimuli: II. Intensity and frequency functions in monkey.** *Fed. Proc.*, 1953, 12, 120.—(Abstract).

392. Saltzman, Maurice. **Audiometric studies following mesencephalotomy and thalamotomy.** *Arch. Otolaryng.*, Chicago, 1952, 56, 194-203.—Mesencephalic or thalamic lesions caused by electrocoagulation or electrolysis produce distinctive features. In 12 cases, 50% showed no significant audiometric changes. A greater contralateral high-tone loss was shown in 5 cases. Two cases showed a gradual sloping at both ends, with better acuity for the middle tones. One patient had a V-shaped audiogram. Hyperacusis for the 1024 cycle was found in one case. The contraction of the auditory field is formulated as a new concept, and it is compared with the contraction of the visual field due to lesions of the brain.—(J. C. G. Loring).

393. Shuster, Benjamin H., & Shuster, Allan R. **Physiology of the ear.** *Arch. Otolaryng.*, 1952, 56, 294-312.—A review of the bibliographic material available in the field of otology for 1950-1951. 33-item bibliography.—(J. C. G. Loring).

394. Tonndorf, Juergen. **Some implications of the decibel scale.** *USAF, Sch. Aviat. Med. Spec. Rep.*, 1953, iii, 7 p.—Limitations of human hearing are discussed in terms of decibel scale; steady pressure equivalents and corresponding ranges of weight and length are given in units of everyday use. The total sound power developed by a jet airplane is approximated and related to power consumption and thrust.

(See also abstracts 93, 279, 289, 292, 318, 843, 865)

RESPONSE PROCESSES

395. Fay, J. C., Miller, J. D., & Harlow, H. F. (U. Wisconsin, Madison.) **Incentive size, food deprivation and food preference.** *J. comp. physiol. Psychol.*, 1953, 46, 13-15.—After determining the preferences of rhesus monkeys for 4 foods by a paired-comparison technique, the relative frequency of selection of the most-preferred and the second-least preferred foods were studied when the amounts of each simultaneously presented were systematically varied. Tests were given under 1, 23, and 47

hours of food deprivation. "It was found that preference is related to the ratio of sizes of two incentives even if they differ in quality as well as in quantity, and this relation is unaffected by time of deprivation. These results confirm the conclusion that logarithmic increments in quantity of incentive yield linear increments in scaled preference, and indicate that quality and quantity are independent dimensions."—(L. I. O'Kelly).

396. Flanders, Stanley E. (U. California, Riverside.) **Caste determination in the social Hymenoptera.** *Sci. Mon.*, N. Y., 1953, 76, 142-148.—"It appears... that the factor initiating caste in the social Hymenoptera is the undernourishment or inanition of the individual during its development. The problem thus resolves itself into one of ascertaining the period of development at which inanition occurs, and the means by which it is accomplished." Evidence is presented that relative inanition is prelarval, and that "ovisorption should be given consideration as the mechanism that would permit the determination of caste during embryonic development," since in the regression of the ripe ovarian egg and its absorption into the blood stream nutriment is extracted from the ovarian eggs which leads to differential undernourishment of embryos. 31 references.—(B. R. Fisher).

397. Fleck, Stephen. (U. Washington, Seattle.) **The cardiac component of orienting behavior: Response to stimuli of varying intensity.** *J. gen. Psychol.*, 1953, 48, 163-168.—Heart rate changes, respiration, and motor behavior were observed and recorded on 4 dogs which were stimulated by two different tones delivered by an oscillator. It was found that the extent of heart rate changes and of other components of the orienting response are not correlated with the strength of the S evoking the phenomenon. It is suggested that the condition of the CNS governs both the R itself, as well as the magnitude of orienting behavior more effectively than does the intensity of environmental stimuli.—(M. J. Stanford).

398. Frings, Hubert, & Frings, Mable. (Pennsylvania State Coll., State College.) **Development of strains of albino mice with predictable susceptibilities to audiogenic seizures.** *Science*, 1953, 117, 283-284.—Some advantages of laboratory mice over rats for the study of audiogenic seizures are listed; a serious objection to the use of mice, however, "has been that they die in clonic-tonic seizures." "To overcome this difficulty and, at the same time, to reduce the variability in response of individual mice at specific ages, we have had for over two years a program of selection and progeny-testing of mice for specific susceptibilities to audiogenic seizures." 4 strains have been produced.—(B. R. Fisher).

399. Froeschels, Emil. **Transition phenomena: attempt at explanation by the use of psychoanalytic techniques.** *Amer. J. Psychother.*, 1953, 7, 273-277.—Transition phenomena are phenomena of speech and thought which occur a very short time before a person falls asleep. A psychoanalytic interpretation of these phenomena in neurotics and psychotics is presented. This approach seems to indicate that transition phenomena can be utterances of that part of the subconscious which is the source of the neurosis and may therefore be considered pathologic in certain cases.—(L. N. Solomon).

400. Gould, Jonathan. (St. Bartholomew's Hosp., London, Eng.) **The nature of autohypnosis in the**

light of clinical experience. *J. ment. Sci.*, 1953, 99, 273-284.—Four case histories illustrate the problems of interrelationships of organic and psychogenic factors, relationships of patient and hypnotist, influence of affect on autohypnotic skill, and the significance of prestige in the hypnotic situation.—(W. L. Wilkins).

401. **Griffin, Donald.** (Cornell U., Ithaca, N. Y.) **Sensory physiology and the orientation of animals.** *Amer. Scient.*, 1953, 41, 209-244; 281.—The problems of orientation of animals, with special attention to homing and migration of birds, food searching of ants and bees, and echolocation of bats are reviewed. The observed behavior can be best explained by reference to special adaptation of known sense organs rather than by the postulation of new sense organs. 49 references.—(C. M. Louttit).

402. **Griffiths, William J., Jr.** (U. Mississippi, University.) **The influence of behavioral factors on the incidence of audiogenic seizures in rats.** *J. comp. physiol. Psychol.*, 1953, 46, 150-152.—In the course of recording EEG and EKG potentials from rats during audiogenic seizures it was observed that different manners of placing the electrodes and manipulating the animal appeared to have an effect on seizure incidence. Struggling, biting the electrodes, etc., cut down the incidence of seizures, while adapting the animal to the procedure increased seizure frequency.—(L. I. O'Kelly).

403. **Grunt, Jerome A., & Young, William C.** (U. Kansas, Lawrence.) **Consistency of sexual behavior patterns in individual male guinea pigs following castration and androgen therapy.** *J. comp. physiol. Psychol.*, 1953, 46, 138-144.—Dividing male guinea pigs into high, medium and low sexual drive groups on the basis of pre-castration behavior, the sexual behavior following castration and consequent to varying size doses of testosterone was observed. Decrease in sexual behavior following castration showed no differences between the various drive level groups. Response to androgen therapy reflected the pre-castration behavior patterns. Dosages higher than that which restored pre-castration sexual pattern did not further effect behavior. 16 references.—(L. I. O'Kelly).

404. **Guze, Henry.** (Long Island U., Brooklyn, N. Y.) **Hypnosis as emotional response: a theoretical approach.** *J. Psychol.*, 1953, 33, 313-328.—"This paper presents a theory of hypnotic behavior which attempts to show that the latter is an extension of ordinary emotional responsiveness. The hypnotic state is described as a diffuse state of emotional readiness, unlike sleep, and marked by increased tendencies for abient or adient activity, or compensatory distortions of such activity when it cannot be easily expressed. The interpersonal factor operates here as it does in all person-to-person relations, ranging from parent-child and lover-lover relationships to mob relationships. Physiological and pharmacological evidences supporting this point of view are considered and evaluated." 68 references.—(R. W. Husband).

405. **Harris, Shelby, & Smith, Karl U.** (U. Wisconsin, Madison.) **Dimensional analysis of motion: V. An analytic test of psychomotor ability.** *J. appl. Psychol.*, 1953, 37, 136-141.—The authors describe a new "...psychomotor test for separate measurement of the travel and manipulation components of mo-

tion..." called the Analytic Reactometer. Subjects are required to manipulate 25 rotary switches on a control panel. Electric clocks time various aspects of the motion. Scores are in terms of time. Typical distributions of test scores are presented. Reliabilities of specific tests related to hand travel, planes, directions of travel, direction of manipulation and complexity of manipulation pattern are reported ranging from .81 to .87 for manipulation, and from .69 to .81 for travel. Correlations between manipulation and travel range from .25 to .41. The authors present the test as useful in securing precise and analytical data "...for exact quantitative specification of motions and motion functions."—(H. W. Daniels).

406. **Hart, D. S.** **Photoperiodicity in the female ferret.** *J. exp. Biol.*, 1951, 28, 1-12.—Other experimenters have shown that light may promote the onset of oestrus in mammals that have a summer breeding season. The results of this experiment show that the total daily quantity of light is not the controlling factor in inducing oestrus or anoestrus in ferrets. The important factor seems to be the influence on pituitary activity effected through a contrast-sensitive mechanism that is stimulated by light/dark sequences. An oestrus activating sequence may be obtained with a long-light/short-dark ratio of two to one. The reverse produces anoestrus.—(B. Weiss).

407. **Hartman, Carl G.** **Possums.** Austin, Tex.: University of Texas Press, 1952. xiii, 174 p. \$6.00.—The opossum, a native American marsupial, was discovered first in Brazil in 1500. Since then it has been the subject of scientific, semi-scientific, and popular literature. The author reviews much of the fact and fancy concerning this animal and includes chapters on hunting and folklore. Behavior is considered with special attention to the problem of birth of very immature young and the method of their reaching the mother's pouch. Careful observation shows that the embryo-like young travel independently from the birth canal to the pouch and find a teat to which it stays attached by tongue and palate sucking. 104 illustrations; 6-page bibliography.—(C. M. Louttit).

408. **Hess, Eckhard H.** (U. Chicago, Ill.) **Shyness as a factor influencing hoarding in rats.** *J. comp. physiol. Psychol.*, 1953, 46, 46-48.—After selecting groups of "shy" and "non-shy" rats by a cage-emergence time technique, the experimenter presented each group alternately the opportunities to hoard food by traversing an open, mesh-enclosed or wood-enclosed runway. The results showed a significant differentiation between the groups, the non-shy rats hoarding more food under the "open" conditions, the shy animals hoarding more under the "enclosed" condition. The results are interpreted in accordance with a security hypothesis.—(L. I. O'Kelly).

409. **Hinde, R. A.** (Cambridge U., Eng.) **The conflict between drives in the courtship and copulation of the chaffinch.** *Behaviour*, 1953, 5, 1-31.—Courtship and mating behavior of chaffinches housed in aviaries is described and illustrated. Drives of attack, flight and courtship are inferred from the behavioral observations, and the behavior is interpreted as growing out of the conflict between them. 48-item bibliography. German summary.—(L. I. O'Kelly).

410. **Hoffmann, P.** **Moderne Vorstellungen über Reflexe und die alte Lehre.** (Modern views of re-

flexes and the old doctrine.) *Nervenarzt*, 1953, 24, 19-24.—Current knowledge of reflex physiology and function is classified and reviewed in terms of three different levels: (1) simple stimulus-response relationships, (2) reflexes as elements in larger patterns of nervous activity, (3) patterns of nervous activity that enable the comparison of attained effect with intended or expected effect. More and more findings at each level are becoming related to findings at other levels so that some earlier incompatible views appear to have resulted from the use of different levels of analysis.—(E. W. Eng).

411. Howell, Maxwell L. (U. California, Berkeley.) Influence of emotional tension on speed of reaction and movement. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1953, 24, 22-32.—The hypothesis is advanced that emotional tension causes changes in reaction time and/or speed of movement. The results obtained revealed a statistically significant difference between the "most tense" group and the "least tense" group in the improvement of motivation when conditions were so established that shock could be avoided by rapid response. A negative correlation was predicted and found between reaction time and movement time. No significant differences were reported between these groups in any physiological measures except pulse rate and skin resistance.—(M. A. Seidenfeld).

412. Hyman, Ray. (Johns Hopkins U., Baltimore, Md.) Stimulus information as a determinant of reaction time. *J. exp. Psychol.*, 1953, 45, 188-196.—The information conveyed by a stimulus was varied in 3 ways: "(a) the number of equally probable alternatives from which it could be chosen, (b) the proportion of times it could occur relative to the other possible alternatives, and (c) the probability of its occurrence as a function of the immediately preceding stimulus presentation. The reaction time to the amount of information in the stimulus produced a linear regression for each of the three ways...."—(A. K. Solarz).

413. James, W. T., & Domingos, William R. (U. Georgia, Athens.) The effect of color shock on motor performance and tremor. *J. gen. Psychol.*, 1953, 48, 187-193.—A group of university students and of from 4 to 6 years hospitalized schizophrenic patients were exposed alternately to white and red light while working on the O'Conner Tweezer Dexterity, the Mirror-Drawing, and a test of finger tremor. There were no reliable indications of shock or great disturbance on the part of either group in the first two tests while working under red light but there was a great and significant increase in finger tremor for the normal subjects. The results of the tests seem to agree with other authors that color shock is perceptual, except in the case of finger tremor.—(M. J. Stanford).

414. Jones, D. C., Kimeldorf, D. J., Rubadeau, D. O., & Castanera, T. J. (U.S.N. Radiological Defense Lab., San Francisco, Calif.) Relationships between volitional activity and age in the male rat. *Amer. J. Physiol.*, 1953, 172, 109-114.—89 rats of 5 different ages, 51, 72, 100, 142, and 217 days, were placed in standard activity wheels. The volitional activity of each animal was recorded daily for seven consecutive weeks. "For animals of equal experience, activity varies inversely with age although the relationship is not linear."—(J. P. Zubek).

415. Kline, Milton V. (Long Island U., Brooklyn, N. Y.) A visual imagery technique for the induction of hypnosis in certain refractory subjects. *J. Psychol.*, 1953, 35, 227-228.—"This paper described a visual imagery technique for the induction of light to medium states of hypnosis in refractory subjects. Though limited to a small sampling of such subjects, this technique has proven effective, rapid, and easy to manage within the framework of the hypnotherapeutic relationship."—(R. W. Husband).

416. Mandl, Anita M. (U. Birmingham, Eng.) The phases of the oestrus cycle in the adult white rat. *J. exp. Biol.*, 1951, 28, 576-584.—"The duration of the oestrus cycle in 39 adult rats derived from 10 litters was 4.4 ± 0.04 days. The variance in cycle length tended to be less within than between litter-groups.... It was significantly less for individual rats than between individuals.... The mean duration of early oestrus was 18 hr., oestrus 25 hr., late oestrus 5 hr., early dioestrus 24 hr., dioestrus 28 hr., and late dioestrus 7 hr. The length of the dioestrus phase is variable and determines the length of the cycle, while the duration of oestrus appears to be relatively constant."—(B. Weiss).

417. Matthews, G. V. T. (U. Cambridge, Eng.) The experimental investigation of navigation in homing pigeons. *J. exp. Biol.*, 1951, 28, 506-536.—Pigeons can learn to fly in a particular direction when released in unknown country on the training line and can orient in the homeward direction when released off the training line. There are large individual differences in this ability. The use of visual landmarks, atmospheric conditions, the earth's magnetic field and a displacement recording mechanism by the birds in accomplishing these feats are excluded by the experimental findings. Overcast skies, however, had a disorienting effect on pigeons released both on and off the training line, but the mechanisms by which the sun is made use of is not yet known.—(B. Weiss).

418. Mech, E. Victor. (Indiana U., Bloomington.) Factors influencing routine performance under noise: I. The influence of "set." *J. Psychol.*, 1953, 35, 283-298.—4 groups of 15 S's each were required to perform a verbal addition task for 30 minutes a day for 8 days. 4 "sets" were given: A only that effects of noise on work were being studied, B shown a fake curve that a previous experiment had shown that work under noise conditions was better, C that quiet conditions produced superior performance, and D that at first quiet was better but that as time went on S's did better and better with noise. In this experiment, it was found that frequent reinforcements were necessary to maintain superior performance in any direction.—(R. W. Husband).

419. Meyer, Donald R., Bahrack, Harry P., & Fitts, Paul M. (Ohio State U., Columbus.) Incentive, anxiety, and the human blink rate. *J. exp. Psychol.*, 1953, 45, 183-187.—Two hypotheses were tested: that frequency of blinking would increase during intertrial intervals on a visually guided task with increased incentive for performance, and that individuals who score high on inventories of anxiety have high blink rates. 65 Ss were divided into two groups, a high-low incentive group and a low-high incentive group. Results indicated that the first hypothesis was verified. The second hypothesis was substantiated in correlation with the Rotter

Sentence Completion Test but not with the tension-motivation inventory. It was concluded that the blink rate can be used as an index of generalized muscular tension.—(A. K. Solarz).

420. Mirsky, Allan F., & Rosvold, H. Enger. (Yale U., New Haven, Conn.) **The effect of electroconvulsive shock on food intake and hunger drive in the rat.** *J. comp. physiol. Psychol.*, 1953, **46**, 153-157.—Animals maintained at 85% normal weight during and after shock showed a significant increase in hunger during the postshock period. Animals allowed to feed ad libitum showed a persistent decrease in body weight and general activity and ate significantly less during the immediate post-shock period.—(L. I. O'Kelly).

421. Mitchell, A. M. J., & Fisk, G. W. **The application of differential scoring methods to PK tests.** *J. Soc. psych. Res., Lond.*, 1953, **37**, 45-61.—Two differential scoring methods were proposed and tested against PK data. The Die Orientation Method (DO) based on the errors of throws for a target, permitted six possible scores. The Face Value Method (B) was based on 6 high and 6 low targets, or 12 possible scores, of a cup-thrown dice. The authors conclude that only two of the many possible differential scoring methods were applied to a limited collection of data, and that existing data contain useful clues to the nature of PB and ESP, which might be brought to light by using more refined appraisal methods of the differential type.—(O. I. Jacobsen).

422. Moynihan, M. (Oxford U., Eng.) **Some displacement activities of the black-headed gull.** *Behaviour*, 1953, **5**, 58-80.—A number of displacement activities which occur when the gull is unable to incubate its eggs properly are described. These are most frequently nest-building and preening movements. The releasing stimuli apparently are connected with the arrangement and number of eggs in the nest. "It is suggested that nest-building and preening serve as alternative outlets for great surpluses of incubation drive." German summary.—(L. I. O'Kelly).

423. Nobre de Melo, A. L. (U. Brazil, Rio de Janeiro.) **Consciência humana e consciência animal; ensaio de psicologia comparada.** (Human consciousness and animal consciousness; an essay in comparative psychology.) *J. brasil. Psiquiat.*, 1952, **1**, (13), 33-43.—The controversy as to whether consciousness exists in animals is reviewed and the author presents evidence for the loss of consciousness in an epileptic dog observed by him, namely: loss of cognitive capacity after the crisis, perceptual disorders, indifference to external excitations, a total absence of attention to specific solicitations in the intervals just preceding the installation of the seizure. English and French summaries.—(F. C. Sumner).

424. Paillard, J. **Contributions électro-encéphalographiques à l'étude de la motricité volontaire.** (Electroencephalic contributions to the study of voluntary motion.) *Année psychol.*, 1952, **52**, 115-125.—The work of different investigators in the field is cited; stressing the fact that the resources of animal experimentation are insufficient to explain the complexity of human mechanisms. The existing techniques of exploration of electrocortical activity

open the way to new progress. 21 references.—(G. E. Bird).

425. Prechtl, Heinz F. R. **Zur Physiologie der angeborenen auslösenden Mechanismen. I. Quantitative Untersuchungen über die Sperrbewegung junger Singvögel.** (The physiology of the innate releasing mechanism. I. A quantitative study of the gaping mechanism in young songbirds.) *Behaviour*, 1953, **5**, 32-50.—A full description and measurement of intensity and duration of gaping movements in nestlings shows different results in seed and insect eating birds. In the former the intensity of response is equal and is determined by the kind of stimulus; in the latter, the strength of the stimulus is related to the strength and duration of the response. Repetition of the adequate stimulus results in response decrement. Gaping responses are released by vibratory and sound cues and are more easily released in hungry than in non-hungry birds. 18 references. English summary.—(L. I. O'Kelly).

426. Price, Helen G. (State U. Iowa, Iowa City.) **Anxiety and failure as factors in the performance of motor tasks.** *USAF Hum. Resour. Res. Cent., Res. Bull.*, 1952, No. 52-34, vi, 21 p.—This study measured the effects of manifest anxiety, verbally-induced failure, and performance-induced failure upon the learning of two complex motor tasks. Subjects were 90 women students. The results are generally inconclusive and do not provide support for several hypotheses proposed by the author.—(A. Chapanis).

427. Ramsay, A. O. (McDonogh (Md.) Sch.) **Variations in the development of broodiness in fowl.** *Behaviour*, 1953, **5**, 51-57.—Observation of hens and chicks confined in runways of brooder houses are reported. Four stages in the development of broodiness are discerned: (1) brooding, (2) titbitting, (3) clucking, and (4) normal broody behavior. Socially dominant hens were slower to accept chicks than less dominant hens. Laying hens and immature hens tended to give incomplete responses. French summary.—(L. I. O'Kelly).

428. Reynolds, B. **The effect of learning on the predictability of psychomotor performance.** *USAF, Hum. Resour. Res. Cent. Res. Bull.*, 1952, No. 52-32, 10 p.—Reprinted from *J. exp. Psychol.*, 1952, **44**, 189-198, (see 27: 4887).

429. Richter, Curt P. (Johns Hopkins Med. Sch., Baltimore, Md.) **Domestication of the Norway rat and its implication for the study of genetics in man.** *Amer. J. Hum. Genet.*, 1952, **4**, 273-285.—"The Norway rat, the first animal to be domesticated for experimental purposes, has during the course of that domestication, during its transition from the free environment of its wild habitat to the controlled conditions in the laboratory, undergone marked anatomical, physiological, and behavioral changes. The adrenals have come to play a less important part in its life; the gonads a more important part. The observations of these changes may help us to understand some of the changes that have occurred in man during his transition from this original free environment to the highly protected and controlled environment of modern society." 27 references.—(S. L. Halperin).

430. Sánchez-Hidalgo, Efraín. **El sentimiento de inferioridad en la mujer puertorriqueña.** (The feeling of inferiority in the Puerto Rican female.) *Rev. Asoc. Maestros, P. R.*, 1952, **11** (6), 170-171; 193.

—On the basis of answers to the question, "If it were possible for you to come again to life after death, what form would you prefer?", which was posed to 83 female students and 80 male students, ranging in age from 19 to 36 years, the following results were obtained: 46% of the female subjects preferred the male form, while 33% favored the female form. Almost 93% of the male group selected the male form. Chi-square value was 42.6 for two degrees of freedom. Reasons mentioned by female subjects for their preference of the male form indicate their disadvantages in a man's culture. Their dissatisfactions point toward feelings of inferiority and inadequacy. Social pressures seem to be the origin of female's feeling of inferiority.—(E. Sánchez-Hidalgo).

431. Schachter, M. *Étude sur le réflexe crémasterien déclenché par l'excitation de la face latérale des cuisses.* (Investigation of the cremasteric reflex elicited by stimulation of the lateral surface of the thigh.) *Z. Kinderpsychiat.*, 1953, 20, 33-37.—"Tramer's Phenomenon" is a sign of masturbation in boys in the absence of hyper-reflexia. The present study of boys between 3 and 18 years of age was concerned with the relationship of this phenomenon with other aspects of the neuro-psychological profile. The reflex was bilaterally marked in 77%, bilaterally suggested in 15% and unilaterally suggested in 8%. It correlated with the classical cremasteric reflex and oral-chiral synkinesis. English, German, and Spanish summaries.—(G. Rubin-Rabson).

432. Schacter, Nathalie, & Kiser, Clyde V. *Social and psychological factors affecting fertility. XIX. Fear of pregnancy and childbirth in relation to fertility-planning status and fertility.* *Milbank mem. Fd Quart.*, 1953, 31, 835-884.—Data from replies of husbands and wives to several questions in the Indianapolis Study were analyzed to determine the presence and intensity of fear of pregnancy and childbirth. 4 major criteria of fear of pregnancy were available for testing the hypothesis that "the greater the fear of pregnancy the higher the proportion of couples practicing contraception effectively, and the smaller the planned families." Support of the hypothesis when the various criteria were used is reported.—(A. J. Sprow).

433. Scherke, Felix. *Der Gang—die Physiologie des Körpers.* (The walk—physiognomy of the body.) *Psychologe*, 1953, 3, 59-61.—The walk may be viewed as a "mood barometer." Pleasure quickens the step, depression slows it. Several types of walks are described and contributory factors are enumerated. Among these are age, organic harmony with environment, and temperament.—(T. C. Kahn).

434. Schneck, Jerome M. *A suggested permanent modification of hypnosis scoring systems.* *J. gen. Psychol.*, 1953, 48, 83-85.—On basis of clinical therapeutic and collaborated testing experience, the author suggests a permanent modification of hypnosis scoring systems. This change consists in the sequence of the various steps so that the test of the S's ability to open his eyes during the trance precedes the complete posthypnotic amnesia.—(M. J. Stanford).

435. Schwab, Robert S. (Massachusetts General Hosp., Boston.), & DeLorme, Thomas. *Psychiatric findings in fatigue.* *Amer. J. Psychiat.*, 1953, 109, 621-625.—A discussion of various aspects of

fatigue. Ergograms of subjects in different conditions are presented.—(F. W. Snyder).

436. Scott, J. P., & Charles, Margaret S. (Roscoe B. Jackson Memorial Lab., Bar Harbor, Me.) *Some problems of heredity and social behavior.* *J. gen. Psychol.*, 1953, 48, 209-230.—The over-all conclusion of this study was that when animals known to be genetically different are raised under an environment which is as uniform as possible, important differences in behavior which can be attributed to heredity still persist. But since the research has been carried on on dogs of various breeds and these dogs have been studied as dogs, and not as human beings the results cannot be directly applied to human beings. However, the results indicate that in research about similar human problems the necessity exists to devise adequate tests for measuring emotional and motivational differences.—(M. J. Stanford).

437. Sills, Frank D., & Everett, Peter W. (State U. Iowa, Iowa City.) *The relationship of extreme somatotypes to performance in motor and strength tests.* *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1953, 24, 223-228.—The relationship of endomorphy, mesomorphy and ectomorphy to the performance of motor skills forms the basis of a study on 43 U. Iowa students who were classified according to their somatotype. A group of 12 physical tests of strength and skill were administered to all groups. On the basis of the findings the investigators concluded that mesomorphs are stronger and are superior in agility, speed and endurance to the other two types.—(M. A. Seidenfeld).

438. Teirich, H. R. *Sexualforschung.* (Research in problems relating to sex.) *Psychologe*, 1953, 3, 111-114.—A brief recapitulation of papers presented to the 2nd congress of the German Association of Sex Research, held at Königstein in 1952.—(T. C. Kahn).

439. Tramer, M. *Der kontralaterale Abdominal-eigenreflex.* (The contralateral abdominal proprioceptive "Tramer's" reflex.) *Z. Kinderpsychiat.*, 1953, 20, 45-58.—A further investigation of its psychological significance among 36 children with a positive Tramer and 40 controls with a negative Tramer confirms previous general and special findings, including the localization of pathological physiological changes in the brain stem. The positive group showed increased hereditary tainting, frequency of dysfunction of the vegetative nervous system and "sub-frequency" of vagotony and "schizo-character-structure." English, French, and Spanish summaries.—(G. Rubin-Rabson).

440. Viaud, G. *Problèmes psycho-physiologiques posés par les migrations des animaux.* (Psychophysiological problems raised by the migrations of animals.) *J. Psychol. norm. path.*, 1953, 46, 12-48.—Animal migrations can be classified, independently of their zoological types, into the following: (1) migrations over a large front, (2) migrations over defined routes, and (3) radial migrations from a center, where leaders start and groups follow, motivated by gregariousness. 33 references.—(G. Elias).

441. von Gebattel, V. E. *Geschlechtsleib und Geschlechtstrieb.* (Sex "body" and sex drive.) *Psyche, HeideL.*, 1952, 6, 616-631.—The author agrees with American researchers that a meaningful sex life depends on the maturity of individuals. But he disagrees with the statement that any constitu-

tional or psychological approach would solve the problem of a medical anthropology of sex life. In his opinion, a meaningful sex life is not only a biological function of mature personalities. He demands a phenomenological, existential investigation of sex life. He disbelieves in the American optimistic view point that an accumulation of data and statistics, clinical, genetic, sociological, and animal psychology, and a discussion and agreement among the researchers would end up in a complete understanding of sex life. Dream interpretations illustrate the author's belief in a phenomenological approach. —(E. Barschak).

(See also abstracts 447, 450, 665, 1627)

COMPLEX PROCESSES AND ORGANIZATIONS

442. Bevan, William, & Dukes, William F. (Emory U., Ga.) Preparatory set (expectancy)—an experimental reconsideration of its "central" locus. *Brit. J. Psychol.*, 1953, 44, 52-56.—3 separate experiments employing tachistoscopically exposed geometrical figures as stimuli and verbal naming as the response tested and confirmed the hypothesis that "If an individual is instructed to respond as quickly as possible to stimuli which require the same pre-exposure end-organ adjustment but about which he has different amounts of preliminary information, latency of response will be shorter in those instances in which the preliminary information is greater."—(L. E. Thune).

443. Bindra, Dalbir, & Thompson, William R. (McGill U., Montreal, Can.) An evaluation of defecation and urination as measures of fearfulness. *J. comp. physiol. Psychol.*, 1953, 46, 43-45.—Using albino and hooded rats and test situations similar to those used by Calvin Hall, three measures were secured. These were (1) emotional elimination in an open field, (2) failure to eat when hungry, and (3) time to emerge from the cage. Correlations among these measures were zero-order. The writers conclude "...that emotional elimination is not a generally valid measure of fearfulness."—(L. I. O'Kelly).

444. Bose, G. Analysis of wish. *Samikṣā*, 1952, 6, 1-11.—Wishes are active or passive, objective or subjective, ego-fugal or ego-petal. A wish is only repressed by its opposite wish and social and environmental factors play a secondary role. A wish always represents a relationship between subject and object and this relationship indicates the possibility of an action.—(D. Prager).

445. Bose, G. Pleasure in wish. *Samikṣā*, 1952, 6, 53-69.—Pleasure cannot be defined. The nature of pleasure can be described as well as the circumstances under which it arises in the mind. Pleasurable feeling is attached to usually unnoticed organic sensations. Pleasure is attached only to wish situations. Pleasure may be attached to the subject, object, or act in the wish situation. Pleasure indicates the self-realization of the ego. Hence unrepressed consciousness and pleasure are merely the two phases of the same manifestation.—(D. Prager).

446. Dingwall, E. J. Psychological problems arising from a report of telekinesis. *Brit. J. Psychol.*, 1953, 44, 61-66.—The content of a recently revealed manuscript describing a series of telekinetic phenomena attributed to the medium D. D. Home (1833-86) is reported. Explanations in terms

of fraud coupled with collusion and of hypnosis and hallucination are examined.—(L. E. Thune).

447. English, O. Spurgeon. Sexual love—man toward woman. In Montagu, A., *The meaning of love*, (see 28: 458), 163-175.—Today's men and women misunderstand each other's concept of love because they refuse to face the fact that man as well as woman has sexual love to give, and they are afraid to raise human sexual relations "to a plane where they are not feared and condemned but are considered healthy, wholesome, and even holy." So long as society keeps nurturing in the female a state of anxious apprehension regarding the potential violence and selfishly centered seductive leanings of the male, her own capacity to love must be stunted. "To integrate sexuality into the loving personality, it must be taught as naturally as all the other facts, attitudes, and values are taught."—(A. Ellis).

448. Evans, William N. Two kinds of romantic love. *Psychoanal. Quart.*, 1953, 22, 75-85.—The masochistic form of romantic love is given the name, "troubadour love" to distinguish it from the healthy. This common type of falling-in-love is presented as a clinical entity; compared with the normal, romantic love; and illustrated by excerpts from the analyses of some modern troubadours who had deluded themselves that they were in love when, in fact, they were completely incapable of mature object relationships.—(L. N. Solomon).

449. Farber, Maurice L. (U. Connecticut, Storrs.) Time-perspective and feeling-tone: a study in the perception of the days. *J. Psychol.*, 1953, 35, 253-257.—80 students were asked to indicate in rank order their preferences for the seven days of the week. Saturday was universally rated best, Monday lowest. Surprisingly, Sunday, a day of leisure, was rated lower than Saturday even on the part of those students who had Saturday classes. During the week a gradient existed, showing a steady rise from Monday through Friday. The conclusion is drawn that feeling-tone is determined less by present activities than by future-time perspective.—(R. W. Husband).

450. Farnham, Marynia F. Sexual love—woman toward man. In Montagu, A., *The meaning of love*, (see 28: 458), 179-191.—The love relation flourishes and develops to the finest degree only when there is confidence and security between the partners. In today's love relationship, if the needs of both partners are to be met and the potentialities of both are to prosper, the woman must be acknowledged as the full intellectual partner of the man. When a woman obtains loyal and lasting devotion, sexual gratification, and intellectual respect from a man she can experience "a love relation which permits room for the expression of a satisfying femininity without the sacrifice of any of the woman's capacities and an opportunity for her to make the most complete use of her total personality."—(A. Ellis).

451. Frank, Lawrence K. On loving. In Montagu, A., *The meaning of love*, (see 28: 458), 25-45.—Loving has to be learned by experience. Except for those who have been stunted or distorted, everyone is seeking to love and to be loved, since only in loving can we realize our humanness and live as personalities. We cannot attain our aspirations toward social order or develop a peaceful, humanly desirable world community except by developing personalities who are capable of loving. Only through loving a

person can we accord him the dignity he must have and feel to realize his potentialities and enable him to accord worth and dignity to others.—(A. Ellis).

452. Gerard, Donald L., & Phillips, Leslie. *Relation of social attainment to psychological and adrenocortical reactions to stress.* *A.M.A. Arch. Neurol. Psychiat.*, 1953, 69, 350-354.—By the study of 21 nonprofessional men, mean age of 46, whose attainments were classed into 2 categories and whose aspirations were known by psychological test it was found that those who had higher attainment scores were more realistic in statements of aspiration and exhibited less pituitary-adrenal response as measured by the rate of excretion of 17-ketosteroids.—(L. A. Pennington).

453. Hake, Harold W., & Hyman, Ray. (The Johns Hopkins U., Baltimore, Md.) *Perception of statistical structure of a random series of binary symbols.* *J. exp. Psychol.*, 1953, 45, 64-74.—40 S's divided into 4 groups were required to predict on each of 240 trials which of 2 possible symbols, H or V, would appear on that trial. The groups differed in the proportion of trials on which a particular symbol appeared and in the degree of sequential dependency between successive symbols. Analysis by method derived from communication theory revealed that S's adjusted their predictions to conform to actual probability of occurrence of the symbols in the symbol series. They responded to the sequences of events, their previous predictions, and their correctness on the previous two trials.—(A. K. Solarz).

454. Kallen, H. M. *The love of mankind.* In Montagu, A., *The meaning of love*, (see 28: 458), 211-230.—Although love may be associated with what Freud calls the pleasure-principle and theologians call "blessedness," it is also "the self-preservation of the state of being pleased, of well-being," and "far from starting primarily as a hunger or craving, it starts as an abundance, which empties and continues as a diversified self-repletion." The ideomotor stance that the word love denotes to the psychologist is nuclear and the love of mankind grows out of it and determines "whether this love is consummated by destroying and consuming the integrity of the other, or by preserving and cherishing his singularity."—(A. Ellis).

455. Klemmer, E. T., & Frick, F. C. *Assimilation of information from dot and matrix patterns.* *J. exp. Psychol.*, 1953, 45, 15-19.—A study demonstrating the application of information measures to visually presented stimuli, dots varying in number, for .03 sec. camera projection time. The matrix on S's sheet was 3 × 3 to 20 × 20 in separate tests. One to four dots were used. Results indicate that S's transmitted 4.4 bits per exposure for a single dot to 6.6 bits for 4 dots. The presence or absence of internal grid lines on S's answer sheet or on the projected square had no effect.—(A. K. Solarz).

456. Maslow, A. H. (Brandeis U., Waltham, Mass.) *Love in healthy people.* In Montagu, A., *The meaning of love*, (see 28: 458), 57-93.—The love behavior of self-actualizing people is reported. It was found that such people drop their defenses and give in spontaneously and honestly to love; they are loved and are loving; they enjoy sexuality intensely but easily tolerate its absence; they are relatively monogamous but free to admit non-monogamous sex attractions; they assume responsibility and easily pool their

basic needs with others; they find much fun and gaiety in love and sex; they have real respect for others' individuality; they admire and are awed by their love feelings; they maintain an unusual degree of their own individuality, detachment, and autonomy; and they are exceptionally perceptive of truth and reality. 35 references.—(A. Ellis).

457. Mitscherlich, Alexander. *Lust- und Realitätsprinzip in ihrer Beziehung zur Phantasie.* (The principle of pleasure and the principle of reality and their relationship to fantasy.) *Psyche, Heidel.*, 1952, 6, 401-424.—Man is subjected to 2 different principles: the principle of pleasure (lust) and the principle of reality. In fantasy, man experiences a subjective finality. In nature, he experiences objective finality; reality and lust are united through the medium of fantasy. The author quotes Freud who introduced love (Eros) which enables man to endure "Umlust" (displeasure).—(E. Barschak).

458. Montagu, Ashley. (Ed.) *The meaning of love.* New York: Julian Press, 1953. viii, 248 p. \$3.50.—Ten essays on various aspects and kinds of love, including maternal love, creative love, sexual love, love of friends, love of mankind, and love of God. Chapters are abstracted separately in this issue.—(A. Ellis).

459. Montagu, Ashley. *The origin and meaning of love.* In Montagu, A., *The meaning of love*, (see 28: 458), 3-24.—All kinds of love are found to be traceable "to the need for the kind of love which is biologically determined, predetermined, to exist between mother and infant. All babies are born with the need to be loved and to love, and this need remains with them throughout their lives, whether they have actually been loved or not." "The most important thing to realize about the nature of human nature is that the most significant ingredient in its structure is love."—(A. Ellis).

460. Nunberg, Herman. *La circuncisión y los problemas de la bisexualidad.* (Circumcision and the problems of bisexuality.) *Rev. Psicoanal., B. Aires.*, 1952, 9, 55-122.—Translated from: *Int. J. Psychoanal.*, 1947, 28, 145-179, (see 24: 1660).

461. Saul, Leon J. *Maternal love.* In Montagu, A., *The meaning of love*, (see 28: 458), 49-54.—Unselfish love of the mother for her child is at the bottom of those feelings between human beings which make society possible. The functional neuroses and psychoses represent failures in the development of the ability to love. The failure of this development leads to inner irritants, such as feelings of rejection, which in turn generate hatred; "and this hostility and vengefulness appears not only in the form of neurotic, psychotic, and psychosomatic symptoms but also in behavior in life. Thereby it underlies frank criminality and white-collar criminality, and at bottom is the grass-roots cause of war."—(A. Ellis).

462. Sorokin, Pitirim A., & Hanson, Robert C. *The power of creative love.* In Montagu, A., *The meaning of love*, (see 28: 458), 97-159.—Considerable evidence on the power of love is reviewed, and it is concluded that love is a powerful, basic human drive that subdues the force of enmity, aggression, or hate; begets more love; is an important factor of vitality and longevity; has tangible curative powers in certain physical and mental disorders; is the decisive factor of vital, mental, moral, and social well-being and growth of an individual; is a creative power

in social movements; is the supreme form of human relationship; and furnishes a considerable driving force to the highest values of human life: truth, knowledge, beauty, freedom, goodness, and happiness.—(A. Ellis).

463. Thomas, M. *L'instinct et la connaissance en psychologie animale*. (Instinct and knowledge in animal psychology.) *Rev. Quest. sci.*, 1952, 13, 540-570.—In this essay the author criticizes the definition of the instinct as the biological memory, develops his own, expressed for the first time in 1932, according to which instinct is the hereditary knowledge, and illustrates it with many examples, mostly entomological.—(M. Choynowski).

(See also abstracts 783, 809)

Learning & Memory

464. Ammons, Robert B. (U. Louisville, Ky.) *An analysis of "hits" in continuous rotary pursuit before and after a single rest*. *J. gen. Psychol.*, 1953, 48, 3-10.—The method of recording of individual stylus-target contacts on a paper tape moving at a constant speed revealed various important aspects of pursuit behavior which could not be measured by scoring techniques previously used.—(M. J. Stanford).

465. Bachem, A. (U. Illinois, Coll. Med., Chicago.) *Musical memory mechanisms*. *Fed. Proc.*, 1953, 12, 7.—(Abstract).

466. Bahrick, Harry P. (Ohio Wesleyan U., Delaware.) *Sensory preconditioning under two degrees of deprivation*. *J. comp. physiol. Psychol.*, 1953, 46, 39-42.—Rats were exposed to 360 preliminary paired presentations of a light and buzzer, then trained in an avoidance response to the buzzer, followed by similar training to a light. One group was 14-hours food-deprived during the preliminary period, another group was satiated, and a third control group was trained under 14-hour deprivation but presented only with a light during the preliminary period. The high deprivation group required the fewest trials to achieve criterion for conditioning to light alone, being significantly faster than the satiated or the control groups.—(L. I. O'Kelly).

467. Bilodeau, Edward A. (Lackland AFB, San Antonio, Tex.) *Speed of acquiring a simple motor response as a function of systematic transformations of knowledge of results*. *USAF Hum. Resour. Res. Cent., Res. Bull.*, 1952, No. 52-33, vi, 22 p.—5 groups of 40 men each learned to turn a micrometer knob to a setting of 200 on the micrometer scale with the scale hidden from view. One group was given correct information about the setting achieved after each trial; the other 4 groups were given incorrect information in the sense that the score reported was a linear transformation of the true score. The criterion score of 200, however, was a common anchor for all transformations used in providing knowledge of results. Initial learning was related to the relative correctness of the information supplied the subject. Subjects quickly adapted to incorrect information and by the end of 16 trials all groups were performing equally well.—(A. Chapanis).

468. Brandauer, Carl M. (Columbia U., New York.) *A confirmation of Webb's data concerning the action of irrelevant drives*. *J. exp. Psychol.*, 1953, 45,

150-152.—"An experiment designed to test Webb's conclusions concerning the action of 'irrelevant' drives was performed with the addition of an experimental control over the effect of drive level upon preconditioning response strength." A bar pressing apparatus was used. Three groups of male albino rats were matched on the basis of operant-level responding under the irrelevant drive, thirst, prior to conditioning. Conditioning took place under 11 hrs hunger drive and extinction under 0, 11, or 22 hours thirst drive. Webb's findings were confirmed, the response strength transfers to an irrelevant drive.—(A. K. Solarz).

469. Brogden, W. J. (U. Wisconsin, Madison.) *The trigonometric relationship of precision and angle of linear pursuit-movement as a function of amount of practice*. *Amer. J. Psychol.*, 1953, 66, 45-56.—Total error score based on error scores made on both sides of the track appears to be an acceptable measure of error since measure of precision was not affected by measuring each side of track separately or by dividing the track in terms of linear distance traversed. Changing the angle of pursuit did not alter this relationship. Practice was found to have a differential effect for angles, no learning being found at some angles, 90 and 120 degrees, different degrees of learning for other angles.—(J. A. Stern).

470. Buss, Arnold H. (Carter Memorial Hosp., Indianapolis, Ind.) *Rigidity as a function of absolute and relational shifts in the learning of successive discriminations*. *J. exp. Psychol.*, 1953, 45, 153-156.—40 college students divided into 2 equal groups were subjected to a discrimination experiment using wooden blocks as stimuli in a test of the effects of absolute shift and relational shift upon learning of a subsequent discrimination. During original learning the "absolute shift" group had a 2" block positive and a 1" block negative; the "relational shift" group had a 1" block positive and a 2" block negative. Both groups had a .5" block positive and a 1" block negative on the subsequent discrimination. The group making the absolute shift learned the second problem, the other group did not.—(A. K. Solarz).

471. Buss, Arnold H. (Carter Mem. Hosp., Indianapolis, Ind.) *Rigidity as a function of reversal and non-reversal shifts in the learning of successive discriminations*. *J. exp. Psychol.*, 1953, 45, 75-81.—Two groups of S's were trained on 3 discrimination problems using blocks differing in height, form, and color. Reversal shift or non-reversal shift occurred in Series 1 learning and the subsequent effects on Series 2 and 3 learning were studied. Results showed that both reversal shift and non-reversal shift retarded subsequent learning compared to a control group. Non-reversal shift resulted in slower learning on Series 2 and 3 than reversal shift.—(A. K. Solarz).

472. Butler, Robert A. (U. Wisconsin, Madison.) *Discrimination learning by rhesus monkeys to visual-exploration motivation*. *J. comp. physiol. Psychol.*, 1953, 46, 95-98.—Rhesus monkeys readily learned a yellow-blue discrimination and maintained a high level of correct performance with little evidence of satiation with no incentive conditions other than the opportunity to explore and manipulate the discrimination apparatus. "A visual-exploration motive is hypothesized on the basis of the obtained data, and it is suggested that this motive is strong, persistent,

and not derived from, or conditioned upon, other motivational or drive states."—(L. I. O'Kelly).

473. Caldwell, Willard E., & Womack, H. Lynn. (George Washington U., Washington, D. C.) **The performance of albino mice in the maze situation with the utilization of light as motivation and its relative absence as reinforcement.** *J. Psychol.*, 1953, 35, 353-360.—This attacks the general problem of different kinds of motivation and reward, specifically light versus dark maze. The experimental group of 12 mice had a light maze for motivation and absence of light for reinforcement; the control group of 12 used a black maze and same degree of light in goal box. Records are reported for time and errors, with each group ahead on some trials, but without important generalization beyond a trend for the controls to be ahead at first and the experimental animals showing superiority the second half of the series of 20 trials.—(R. W. Husband).

474. Campbell, Byron A., & Kraeling, Doris. (Yale U., New Haven, Conn.) **Response strength as a function of drive level and amount of drive reduction.** *J. exp. Psychol.*, 1953, 45, 97-101.—10 groups of male albino rats, 7 in each group, were run in a straight alley in an investigation of the reinforcing effects of different degrees of shock reduction. The animals ran from some initial level of shock in the alley to a reduced level or zero shock in the goal-box. Findings are that when shock is reduced by a constant, groups with low initial shock level show better final performance; the greater the shock reduction from the same initial level the better the final performance; shock reduction to zero from differing initial shock levels does not affect final running speed but does influence rate of acquisition. The authors conclude that the Weber-Fechner function is applicable to the reinforcing properties of drive reduction.—(A. K. Solarz).

475. Christie, Lee S. (Massachusetts Inst. Technol., Cambridge.) **The measurement of discriminative behavior.** *Psychol. Rev.*, 1952, 59, 443-452.—An analysis of measures of discrimination learning by means of a psychological interpretation of a logical form of the theory of probability. Proportion of trials correct does not constitute a measure of amount learned because its meaning changes with the situation to which it is applied. A proper measure of strength of response tendency is the transfer coefficient of a continuous probability sequence.—(C. F. Scofield).

476. Cole, J. (U. Oxford, Eng.) **The relative importance of color and form in discrimination learning in monkeys.** *J. comp. physiol. Psychol.*, 1953, 46, 16-18.—Monkeys trained to discriminate positive from negative stimuli on the basis of form or color were then presented in a free choice situation with stimuli combining the previous positive color and negative form and the previous negative color and positive form. Choices were predominantly in favor of the positive color. They were then given free choice among stimuli with positive color and form from the previous experiment or with positive color and negative form. Choice was in the direction of favoring the positive form. "It is inferred from these experimental data: (a) that monkeys have a preference for color over form in learning a discrimination; (b) that during training, although the color cue is domi-

nant, form is learned simultaneously."—(L. I. O'Kelly).

477. Danziger, K. (U. Melbourne, Australia.) **The interaction of hunger and thirst in the rat.** *Quart. J. exp. Psychol.*, 1953, 5, 10-21.—Two groups of rats, one hungry and one hungry and thirsty, traversed an enclosed runway to food reward. Each group was then split into 3 sub-groups (one hungry, one thirsty, and one hungry and thirsty) and run without food reward. On "rewarded runs the extra, 'irrelevant,' thirst increased running speed, on unrewarded runs it had the opposite effect and slowed up performance. Thus on unrewarded runs the two sub-groups running thirsty, and hungry plus thirsty, ran as slowly as those running hungry. Differences were found not to depend on whether the animals had been hungry or hungry plus thirsty on previous rewarded runs." Results are discussed in relation to the theories of Hull, Morgan, Hebb, and Pavlov. 19 references.—(F. A. Muckler).

478. Dinsmoor, J. A., Kish, G. R., & Keller, F. S. (Columbia U., New York.) **A comparison of the effectiveness of regular and periodic secondary reinforcement.** *J. gen. Psychol.*, 1953, 48, 57-66.—In an experiment with 22 rats it was found that the results of secondary reinforcement were not substantially different regardless whether the stimuli were presented regularly or periodically.—(M. J. Stanford).

479. Duncan, Carl P. (Northwestern U., Evanston, Ill.) **Transfer in motor learning as a function of degree of first-task learning and inter-task similarity.** *J. exp. Psychol.*, 1953, 45, 1-11.—300 introductory psychology subjects were used in a factorial design study of the degree of transfer on a visual stimulus-motor task association apparatus. Task I was learned to various degrees, 10, 40, 80, or 180 trials. There were 3 degrees of inter-task similarity. Results showed that transfer increased directly both with degree of first task learning and inter-task similarity; this was attributed to both response generalization and learning-how-to-learn.—(A. K. Solarz).

480. Farber, I. E., & Spence, Kenneth W. (State U. Iowa, Iowa City.) **Complex learning and conditioning as a function of anxiety.** *J. exp. Psychol.*, 1953, 45, 120-125.—Two groups of 49 Ss each, from the upper and lower 20% of scores on the Taylor Anxiety Scale, learned a stylus maze; later 26 Ss from each group served in a conditioning experiment. The performance of the anxious Ss was inferior on the stylus maze and superior in the conditioning experiment. The greater differences between the two groups on the stylus maze appeared on the more difficult choice points. It is concluded that performance is a function of drive level (D) and the specific characteristics of the given task.—(A. K. Solarz).

481. Fink, John B., & Patton, R. M. (Indiana U., Bloomington.) **Decrement of a learned drinking response accompanying changes in several stimulus characteristics.** *J. comp. physiol. Psychol.*, 1953, 46, 23-27.—After 5 days of measured drinking from a tube during daily one-hour periods, 23-hour thirsty rats were allowed to drink under a variety of changes from the environmental stimuli under which the initial drinking occurred. The distinctive stimuli were light intensities, sound, and tactual stimuli. Response decrements in the amount of water consumed during the first two minutes were observed with all stimulus changes, the light changes being the most

effective, tactual the least. Response decrement was also proportional to the number of stimulus components changed.—(L. I. O'Kelly).

482. French, Robert Stanton. Number of common elements and consistency of reinforcement in a discrimination learning task. *J. exp. Psychol.*, 1953, 45, 25-34.—24 airman basic trainees served as subjects in a discrimination-learning task of a factorial design. The stimuli were paired irregular contours, the response, pressing of response keys. 16 experimental conditions employed. The following hypothesis was tested and verified: "discrimination-learning performance is a joint function of (a) the number of common stimulus elements within a group of forms, and (b) the proportion of these similar forms for which the response of 'choice' is reinforced or indicated as 'correct.'"—(A. K. Solarz).

483. Frick, Frederick C. The effect of anxiety—a problem in measurement. *J. comp. physiol. Psychol.*, 1953, 46, 120-123.—Using a Skinner box with the lever and food tray on opposite sides, rats were adapted and then given light-shock conditioning training. The sequence of "bar-press, tray-approach" responses for each animal was then subjected to autocorrelation, with a sequence displacement of 1. Although the overall rate of responding did not vary significantly over the range of conditions (conditioned stimulus present or absent), the autocorrelation plot showed that the patterning of the behavior was markedly disrupted. Other computational devices and applications of this method are discussed.—(L. I. O'Kelly).

484. Furchgott, Ernest, & Rubin, Richard D. (U. Tennessee, Knoxville.) The effect of magnitude of reward on maze learning in the white rat. *J. comp. physiol. Psychol.*, 1953, 46, 9-12.—Using a 2-unit T-maze and food rewards varying from 0-mg. to 2500-mg., animals were run to a criterion of 3 errorless trials or 25 trials. Results show that, save for the non-rewarded group, there were no significant differences in error-reduction among the groups, although the running speed of the groups receiving the larger rewards was significantly faster than that of the groups receiving the lesser rewards. It is concluded that rate of learning in this situation is not determined by the magnitude of the incentive.—(L. I. O'Kelly).

485. Grosslight, Joseph H. (Pennsylvania State Coll., State College.), & Ticknor, Warren. Variability and reactive inhibition in the meal worm as a function of determined turning sequences. *J. comp. physiol. Psychol.*, 1953, 46, 35-38.—A phenomenon akin to reactive inhibition was tested with approximately 800 meal worms, in mazes with a simple T-choice point and on mazes with one or two turns before the choice point and, in the case of the one-turn-before-choice maze, varying alley lengths between the forced turn and the choice point. Pretests on the simple T-unit showed a chance distribution of right and left turns in the subject group. The one-turn maze with the shortest alley showed 85% choices in the predicted direction, the one-turn maze with the longest alley, 58% in the predicted direction. The two-turn maze produced 93% turns in the predicted direction. It is concluded that reactive inhibition can be demonstrated, and that it dissipates as a function of time.—(L. I. O'Kelly).

486. Hanty, George T. Psychological adaptability; standardization of a psychomotor test and consideration of transfer effects. *USAF, Sch. Aviat. Med. Proj. Rep.*, 1953, No. 21-0202-0005, Rep. No. 2, ii, 18 p.—Transfer of training was investigated on the SAM Self-Pacing Discrimination Reaction Time Test. 8 different groups (N=16) of young basic Air Force trainees were studied permitting analysis of task difficulty and of the effects attributable to instruction and to similarity (common axes) vs. dissimilarity (orthogonal axes) of initial-transfer responses. All groups received an equal number of trials and rest periods in the initial and transfer learning. Superior performance resulted in those initial tasks where the spatial axes of stimulus and response were not in common but orthogonal. Instruction which may have reduced directed attention and motivation could be considered as unfavorably affecting transfer learning. The greatest degree of proactive facilitation occurred when initial-transfer responses were similar. 27 references.

487. Hayes, Keith J., Thompson, Robert, & Hayes, Catherine. (Yerkes Lab. Primate Biol., Orange Park, Fla.) Concurrent discrimination learning in chimpanzees. *J. comp. physiol. Psychol.*, 1953, 46, 105-107.—"Chimpanzees were trained on discrimination problems in which 5, 10, or 20 pairs of stimulus objects were presented in rotation. Accuracy as high as 80 per cent was attained on the third presentation of the 20-pair problems."—(L. I. O'Kelly).

488. Hayes, Keith J., Thompson, Robert, & Hayes, Catherine. (Yerkes Lab. Primate Biol., Orange Park, Fla.) Discrimination learning set in chimpanzees. *J. comp. physiol. Psychol.*, 1953, 46, 99-104.—Experiments are reported on chimpanzees and children which suggest "that learning-set development may be meaningfully divided into qualitatively different early and late phases. A learning set may be developed most efficiently by training to criterion on early problems, and by running later problems for a small, constant number of trials."—(L. I. O'Kelly).

489. Hillman, Beverly; Hunter, Walter S., & Kimble, Gregory A. The effect of drive level on the maze performance of the white rat. *J. comp. physiol. Psychol.*, 1953, 46, 87-89.—Four groups of animals were given training on a 10-unit elevated T-maze. For the initial 10 trials two of the groups were run under 2-hour water deprivation, the other two under 22-hour water deprivation. On the 11th trial one group was shifted from 2 to 22 hours deprivation, another from 22 to 2 hours deprivation, and the remaining two groups continued under 2 or 22 hours deprivation. No significant differences in errors following the shift were observed. Running time of the groups was directly related to the level of motivation, the less thirsty groups always running the slower. It is concluded that the drive level under which a habit is learned has no effect on its strength, but that motivation at the time of testing does influence time scores.—(L. I. O'Kelly).

490. Holland, Glen A. (U. California, Los Angeles.) Simple trial-and-error learning: massed and distributed trials with habits of unequal initial strength. *J. comp. physiol. Psychol.*, 1953, 46, 90-94.—After preliminary training on two types of lever-pressing, one being reinforced more strongly than the other, animals were given trial-and-error training with

the weaker preliminary response being reinforced. One group received the training under conditions of massed, and the other under distributed practice. The correct response was learned more rapidly under distributed than under massed practice. Shifting from one type of response to the other was more frequent for the massed practice group.—(L. I. O'Kelly).

491. **Hovland, Carl L.** (Yale U., New Haven, Conn.) A "communication analysis" of concept learning. *Psychol. Rev.*, 1952, **59**, 461-472.—A theoretical analysis of one concept model demonstrates it is possible to determine precisely the minimum number each of positive or negative instances required to communicate the character of a concept to an S who knows the model and the number and types of dimensions to be considered. The relative number of instances required of the two types varies enormously as a function of certain characteristics of the model. The relative effectiveness of positive and negative instances cannot be categorically generalized. It will depend upon the information conveyed by each type of instance under special conditions, and upon the process of assimilating information from the two types when the amount of information transmitted is equated.—(C. F. Scofield).

492. **Jampolsky, Madeleine.** L'apprentissage latent. (Latent learning.) *Année psychol.*, 1952, **52**, 147-176.—According to the accepted cognitive theory, learning is the association of two stimulus patterns of which one can be considered as a sign and the other the thing signified. After the evaluation of many opinions concerning latent, accidental or incidental learning, cases of reward, non-reward and maze performance in the learning process are discussed. 31 references.—(G. E. Bird).

493. **Kellogg, W. N., & Spanovick, Peter.** (Florida State U., Tallahassee.) Respiratory changes during the conditioning of fish. *J. comp. physiol. Psychol.*, 1953, **46**, 124-128.—Groups of striped mullet, *Mugil cephalus*, were given classical conditioning training to sound or to light. The rate of acquisition of generalized avoidance responses favored the light group, although both groups showed almost complete conditioning by the 70th trial. Parallel counts of respiratory rate showed a high positive correlation between respiratory rate and efficiency of conditioning. Extinction of the conditioned response was paralleled by a decrease in respiratory rate.—(L. I. O'Kelly).

494. **Kessen, William.** (Yale U., New Haven, Conn.) Response strength and conditioned stimulus intensity. *J. exp. Psychol.*, 1953, **45**, 82-86.—Two experiments were run to test the hypothesis that the effect of CS intensity is on excitatory potential and not on habit strength. In experiment I 10 rats were trained to avoid grid shock by rotating a wheel in response to 1 of 6 light intensities. Each rat trained on every light. The measures, probability, speed, and amplitude of response strength were significantly related to CS intensity. In experiment II each of 4 groups, 8 S's in each, was trained to a different intensity. Results showed performance measures, as above, related to CS intensity; however extinction measures were not so related. The hypothesis was supported.—(A. K. Solarz).

495. **Kimble, Gregory A.** (Duke U., Durham, N.C.), & **Kendall, John W., Jr.** A comparison of two methods of producing experimental extinction. *J. exp. Psy-*

chol., 1953, **45**, 87-90.—Two groups of albino rats were run in a shock avoidance-wheel turning situation in a comparison of two methods of producing experimental extinction. The Guthrie "toleration" method and the more conventional "response-no reinforcement" method were employed. Results of the extinction series show 6.5 mean number of responses for the toleration group to 14.4 for the conventional extinction group. Conclusions are that this confirms one of Guthrie's theoretical ideas and calls for a reformulation of Hull's theory of extinction.—(A. K. Solarz).

496. **Kitamura, Seiro.** The effect of an audience on learning and remembering digits. *Toboku Psychol. Folia*, 1953, **13**, 114-119.—During the first audience experience, learning and recall of digits were inhibited; by the second, adjustment eliminated audience influence. When ego-orientation arouses anxiety, inhibition in learning may occur.—(G. Rubin-Rabson).

497. **Kuroda, Jitsuo.** (Kwansai Gakuin U., Japan.) Yōji no jōken hannō keisei sokudo—chīnō, taikaku oyōbi shinkaiyata to no kankai. (Speed of conditioning in children, its relation to their intelligence, physique and neural types.) *Jap. J. Psychol.*, 1952, **23**, 144-152.—19 children were used as subjects in a modified conditioning experiment of Florence Mateer. The conditioned stimulus was to cover the eyes, the unconditioned stimulus to present a bit of chocolate or candy, and the conditioned response was opening of the mouth and swallowing movement as recorded on the polygraph. The speed of conditioning was found to be correlated low with intelligence, negatively with height, weight, chest measure and experimental extinction, and positively with retention. There also seemed to be a positive relation between the speed of conditioning and temperament, or the 4 neural types of Pavlov. In Japanese with English summary.—(A. M. Niyekawa).

498. **Kurtz, Kenneth H., & Hovland, Carl L.** (Yale U., New Haven, Conn.) The effect of verbalization during observation of stimulus objects upon accuracy of recognition and recall. *J. exp. Psychol.*, 1953, **45**, 157-164.—"The present experiment was designed to test the prediction, based upon Bartlett's findings, that labeling will improve the accuracy of retention." Two groups of 36 S's from elementary school were shown 16 familiar objects. One group was required to encircle and pronounce aloud the name of each object on a sheet of paper, the other group encircled the picture of each object. Recall and recognition tests were given a week later. Results indicated that the verbalization group was on the whole superior to the non-verbalization group. A significant interaction was found between the method of observation and the form (verbal or visual) of the recognition test.—(A. K. Solarz).

499. **Littman, Richard A., Blaha, Robert, & Patterson, Gerald.** (U. Oregon, Eugene.) Residual drive ("hangover") and latent learning. *J. gen. Psychol.*, 1953, **48**, 11-19.—It is suggested that there is no need to assume that the residual drive has the same characteristics as the old drive. The authors believe that their results cast some doubt upon the adequacy of certain procedures conventionally used with the Spence-Lippitt design and suggest that if the phenomenon of latent learning is to undergo adequate

analysis, it must be approached from a functionalistic point of view.—(M. J. Stanford).

500. McClelland, David C., & McGown, Donald R. (Wesleyan U., Middletown, Conn.) **The effect of variable food reinforcement on the strength of a secondary reward.** *J. comp. physiol. Psychol.*, 1953, 46, 80-86.—Albino rats habituated to a circular runway apparatus and then divided into matched groups, were trained to secure food under conditions of specific invariable reinforcement or under conditions of more general and less constant reinforcement. Learning was more rapid for the specific reinforcement group. Extinction tests, however, showed the specific reinforcement group to undergo significant extinction, whereas the general reinforcement group showed no evidence of extinction. "These findings are interpreted as showing that extinction is a function of the ease of discrimination between the cue pattern during reinforcement and the cue pattern during non-reinforcement."—(L. I. O'Kelly).

501. Meehl, Paul E., & MacCorquodale, Kenneth. (U. Minnesota, Minneapolis.) **Drive conditioning as a factor in latent learning.** *J. exp. Psychol.*, 1953, 45, 20-24.—An experiment designed to test whether the "Blodgett effect" is at least partly due to conditioning of the hunger drive to the exteroceptive stimuli of a maze situation. Two matched groups of 15 rats each were run in a Blodgett maze for 5 days followed by one group receiving food on the 6th day in a maze-like box. The fed group was significantly superior in performance on the 7th day. The hypothesis was considered verified. 18 references.—(A. K. Solarz).

502. Meyer, Donald R., & Miles, R. C. (Ohio State U., Columbus.) **Intralist-interlist relations in verbal learning.** *J. exp. Psychol.*, 1953, 45, 109-115.—64 S's participated in an experiment to ascertain the changes taking place in learning lists of nonsense syllables when practice is allowed over a series of 20 lists. The method was that of whole presentation and reproduction. Analysis of the data reveals that intralist learning curves at different stages of interlist practice differ principally in asymptote; the rate constants do not vary significantly from one intralist function to another.—(A. K. Solarz).

503. Miles, Raymond C., & Wickens, Delos D. (Ohio State U., Columbus.) **Effect of a secondary reinforcer on the primary hunger drive.** *J. comp. physiol. Psychol.*, 1953, 46, 77-79.—Rats trained in a Skinner box under hunger drive and with associated sound stimulation were tested for the effect of the presence of the sound stimulus during extinction on subsequent food consumption. No secondary reinforcing effect of the sound stimulus on food consumption was noted, although the animals extinguished with the sound present showed significantly more bar pressing during extinction than did the group extinguished without the sound.—(L. I. O'Kelly).

504. Montague, Ernest K. **The role of anxiety in serial rote learning.** *J. exp. Psychol.*, 1953, 45, 91-96.—3 groups of anxious S's and 3 groups of non-anxious S's, 20 in each group, were given 3 verbal learning tasks varying in intralist similarity and association value of nonsense syllables. Each group learned only one list. Results found that anxious S's performed less well on the difficult lists, showed greater improvement and surpassed non-anxious S's as the lists became easier. Results were interpreted

as due to the effect of drive level upon already existing response tendencies, their compatibility or incompatibility with the task. The Hullian theoretical framework was employed.—(A. K. Solarz).

505. Montgomery, K. C. (Yale U., New Haven, Conn.) **Exploratory behavior as a function of "similarity" of stimulus situation.** *J. comp. physiol. Psychol.*, 1953, 46, 129-133.—When rats are run in mazes differing only in degree of luminance, it was found that "decrement in exploratory behavior produced by exposure to one stimulus situation generalizes to other situations, decreasing in magnitude as the similarity of the stimulus situations decreases." The bearing of these findings to the hypothesis of an "exploratory drive" is discussed.—(L. I. O'Kelly).

506. Muenzinger, Karl F., & Conrad, Donald G. (U. Colorado, Boulder.) **Latent learning observed through negative transfer.** *J. comp. physiol. Psychol.*, 1953, 46, 1-8.—Rats given 1, 2 or 3 non-rewarded trials in a 6-unit maze were shifted to a mirror image of the maze with food reward. Matched groups with the same non-reward conditions continued training on the same maze with food reward. Latent learning was measured by the occurrence of negative transfer effects. The results showed negative transfer only in the 3-day non-rewarded group, all other groups showing no differentiation of performance between the shifted and non-shifted groups. Two aspects of maze learning, a general "maze-wiseness" and a specific pathway acquisition are described. The writers conclude that the former occurred during the non-rewarded period in all groups, but that the latter, detected only through negative transfer, occurred only during the later stages of no-reward training.—(L. I. O'Kelly).

507. Mullaly, Columba. **The retention and recognition of information; an experimental study of the retention and reminiscence of items learned from one reading of a prose article.** Washington, D.C.: Catholic University of America Press, 1952. xviii, 45 p. 75¢.—Using a 1,500-word prose passage and a 40-item multiple choice test, 1,278 boys and girls from 10 to 15 years participated. 4 tests were given: a pre-test, an immediate test, and two delayed tests. Intervals of 1, 4, 7, 14, 21, 28, 45, and 56 days were used for delayed tests. A detailed summary of the results is given.—(S. M. Amatora).

508. Noble, Clyde E. (State U., Iowa City.) **An analysis of meaning.** *Psychol. Rev.*, 1952, 59, 421-430.—A theoretical-experimental analysis of the attribute of meaning in verbal stimulus material. Like habit, meaning is a purely empirical construct. Meanings are postulated to increase as a simple linear function of the number of S-multiple R connections established in an organism's history. A word list of 96 dissyllables was presented to a sample of 119 USAF recruits. Defining meaning operationally in terms of mean frequency of written associations made within a 60-second time interval, a psychological performance scale of m-values is developed. The significance of the m-scale for research in verbal and perceptual-motor learning is discussed. 31 references.—(C. F. Scofield).

509. Okamoto, Eikichi. (U. Tokyo, Japan.) **Hokyo joken no shokyo katel ni oyobosu elkho.** (An experimental study of the behavior of rats with special reference to the principle of reinforcement.) *Jap. J. Psychol.*, 1952, 23, 173-181.—4 groups of

rats were given reinforcements at every response, every 2nd, 4th and 8th response respectively. Each of these groups was subdivided into 3 groups of 4 rats each, with an absolute number of 8, 16, and 32 reinforcements respectively. With the ratio held constant, resistance to extinction increased with increase in absolute number of reinforcement; with the number of reinforcement held constant, there seemed to be an optimal ratio, up to that point there is an increase in resistance with increase in ratio, but beyond that point, the resistance seemed to decrease. In Japanese with English summary.—(A. M. Niyekawa).

510. Page, Horace A., & Hall, John F. (Pennsylvania State Coll., State College.) **Experimental extinction as a function of the prevention of a response.** *J. comp. physiol. Psychol.*, 1953, 46, 33-34.—Using albino rats in an avoidance situation, after comparable training to escape from a shock compartment one group was extinguished in the conventional manner, while the other group was delayed in the shock compartment for 10 seconds before being allowed to escape. The delay group extinguished significantly faster than did the control group. Explanation in terms of "counter-conditioning" and reduced drive strength are offered.—(L. I. O'Kelly).

511. Perimutter, Howard V. (M. I. T., Cambridge, Mass.) **Group memory of meaningful material.** *J. Psychol.*, 1953, 35, 361-370.—This is a test of a claim that group memory, such as of a family group, can be superior over that of any individual. The results, for a story (meaningful), showed some superiority, although not statistically reliable, of groups over individuals in both amount and speed of recall. Many details produced by subjects in isolation appeared later in group products; but also there were numerous other portions of the recall that were not logically derivable from individual member recalls.—(R. W. Husband).

512. Kemmers, H. H. (Purdue U., Lafayette, Ind.) **Learning—what kind of animal?** *J. educ. Psychol.*, 1953, 44, 41-49.—In this presidential address before the Division on Educational Psychology of the American Psychological Association, 1952, attention is called to the significance of numerous variables such as social class-membership, religious beliefs, race, and parental education as they affect attitudes and conditions of learning. The concept of learning theory is discussed. There have been many premature attempts to design comprehensive systems which lean for support only on experimental findings under narrowly restricted laboratory conditions.—(E. B. Mallory).

513. Reynolds, B., & Bilodeau, Ina McD. **Acquisition and retention of three psychomotor tests as a function of distribution of practice during acquisition.** *USAF, Hum. Resour. Res. Cent. Res. Bull.*, 1952, No. 52-27, 8 p.—Reprinted from *J. exp. Psychol.*, 1952, 44, 19-26, (see 27: 4969).

514. Riesen, Austin H., Greenberg, Bernard; Granston, Arthur S., & Fantz, Robert L. (U. Chicago, Ill.) **Solutions of patterned string problems by young gorillas.** *J. comp. physiol. Psychol.*, 1953, 46, 19-22.—String problems of increasing order of difficulty on which data from monkeys and chimpanzees were available were administered to three young gorillas, aged 8 mo., 2 and 2½ yrs. The performance range

was comparable to that of the chimpanzee and was superior to that of monkeys.—(L. I. O'Kelly).

515. Riopelle, Arthur J. (Emory U., Ga.) **Transfer suppression and learning sets.** *J. comp. physiol. Psychol.*, 1953, 46, 108-114.—"The discrimination-learning performance of four adolescent rhesus monkeys was observed for a total of 63 days, and on each day the animals were tested on five new problems, one of which was subsequently presented as a discrimination-reversal problem." Improvement in learning of new and reversed problems was observed in all subjects. The reversed problems were learned more slowly in early stages of practice but this difference largely disappeared in later stages. Reversed problems were learned with less difficulty following four interpolated problems than when only one problem was interpolated at early stages of practice, but this differential effect diminished to insignificance with practice. "The results were interpreted in terms of a suppression of interproblem transfer tendencies and of factors which accompany it."—(L. I. O'Kelly).

516. Riopelle, A. J., Alper, R. G., Strong, P. N., & Ades, H. W. (Emory U., Ga.) **Multiple discrimination and patterned string performance of normal and temporal-lobelectomized monkeys.** *J. comp. physiol. Psychol.*, 1953, 46, 145-149.—Temporal lobectomy did not interfere with performance on specific visual discrimination problems, but, as compared with control animals, the operates failed to improve in their solution speed, leading the authors to conclude that: "these animals were unable to benefit from extensive past experience, experience which is only indirectly related to problems engaging their activity."—(L. I. O'Kelly).

517. Rishikof, J. R., & Rosvold, H. Enger. (U. Montreal, Que., Can.) **Effects of electroconvulsive shocks on the performance of the rat in the closed-field test.** *Canad. J. Psychol.*, 1953, 7, 29-33.—3 groups of rats were given a series of electroconvulsive shocks under 3 conditions; 34 days prior to initial learning of the closed-field test, 34 days prior to tests of retention of the same test, and during late infancy (20 to 29 days) of rats tested at age of 104 days. In the first two experiments errors were significantly less for control groups compared to experimental. In the third no significant difference existed. Results indicate impaired learning in adult shocked rats on a learning test similar to tests used on humans.—(J. Bucklew).

518. Roloff, Louise L. (Western Washington Coll. Educ., Bellingham.) **Kinesthetics in relation to the learning of selected motor skills.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1953, 24, 210-217.—Continuing the development of a battery of kinesthetic tests, Roloff undertakes the investigation of the relationship between the learning rate and kinesthesia. 8 tests of kinesthesia were administered to 200 female students in P.E. classes at the U. of Iowa. All 8 tests (balance stick, arm raising, leg raising, balance leap, floor target, weight shifting, arm circling and arm swing) were found useful in measuring kinesthesia. A weighted formula for using 4 of these tests for college women is recommended. The detailed description of the tests is included.—(M. A. Seidenfeld).

519. Rosenbaum, Gerald. (Wayne U., Detroit, Mich.) **Stimulus generalization as a function of level**

of experimentally induced anxiety. *J. exp. Psychol.*, 1953, **45**, 35-43.—72 male psychiatric patients and an equal number of college students were trained to respond to a rectangularly shaped visual figure under conditions of either strong shock, weak shock, or buzzer sound, then tested for stimulus generalization. Results indicate that strong shock resulted in significantly higher generalization gradients than either weak shock or buzzer as measured by amplitude and frequency of response. Latency yielded the inverse of a decreasing gradient of response strength. Shapes of the normal and psychiatric group generalization gradients were highly similar.—(A. K. Solarz).

520. Rosner, Burton S. (Yale U., New Haven, Conn.) Effects of cortical lesions on maze retention by the rat. *J. comp. physiol. Psychol.*, 1953, **46**, 56-60.—Following aspirated bilateral cortical lesions rats were tested for retention of a previously learned 15-unit T-maze. Another group was similarly tested on a pre-operatively learned Lashley type III maze, using Lashley's procedure. 22-hr food deprivation was used. It was found that lesions of below 15% neocortical destruction showed no impairment in the T-maze, and that animals with lesions of over 20% refused to run the maze (due to aversion to pushing the swinging doors). Animals with lesions extending into allo- and mesocortex showed more disruption than did animals with comparable lesions restricted to neocortex.—(L. I. O'Kelly).

521. Rubin, Leonard S. (New York U.) A demonstration of superior resistance to extinction following continuous reinforcement as compared with partial reinforcement. *J. comp. physiol. Psychol.*, 1953, **46**, 28-32.—Using male albino rats and a panel-pushing problem, the effect of partial and continuous reinforcement on acquisition and on subsequent extinction of a habit. An attempt to minimize secondary reinforcement was made by using white goal boxes for reinforced and black goal boxes for non-reinforced trials. Acquisition trials were run in a distributed manner with a 40-minute inter-trial interval. There was no significant difference between response times of the groups during acquisition, but there was a highly significant difference, in favor of the continuously reinforced group, on the extinction trials.—(L. I. O'Kelly).

522. Sató, Toshirō. An experimental study of problem solving in children and adults—solution of problems by principle learning. *Toboku Psychol. Folia*, 1953, **13**, 85-99.—30 children and 30 adults were divided into 3 groups having, respectively, training in the color and functional relationships of the experimental materials, training only in the position of the latter, and no training at all. Among children the most significant differences in frequency of trials inhere in the two trained groups regardless of difficulty. Among adults no differences appear in frequency of trials in the trained groups in easy problems, but marked differences in difficult problems. Children's hypotheses were of the fragment-combination type. In difficult problems, adults conditioned positively yielded considerably better results than the other groups.—(G. Rubin-Rabson).

523. Siegel, Paul S., & Foshee, James G. (U. Alabama, University.) The law of primary reinforcement in children. *J. exp. Psychol.*, 1953, **45**, 12-14.—Children 2 yr., 11 mo. to 5 yr., 8 mo. were given

2, 4, 8, or 16 candy reinforcements on a bar pressing apparatus in this study of the relationship to number of responses during 3 minutes of extinction training. A positive relationship existed.—(A. K. Solarz).

524. Slack, Charles W. (Princeton U., N. J.) Learning in simple one-dimensional tracking. *Amer. J. Psychol.*, 1953, **66**, 33-44.—"Four kinds of learning in simple one-dimensional tracking of step-function input are discussed along with experiments demonstrating properties of the various kinds." The kinds of learning described are: acquaintance effect; range effect; locking in; assumption of regularity without change in performance.—(J. A. Stern).

525. Smedslund, Jan. A critical evaluation of the current status of learning theory. *Nord. Psykol.*, 1952, Monogr. No. 2, 27 p.—An English text treatment which attempts an operational and theoretical reformulation of the problems of learning theory. Several common theories of learning are criticized with the observation that "learning consists in the reorganization of central structures." Learning is also discussed in relation to Piaget's theory of child development. 73-item bibliography.—(E. L. Stromberg).

526. Spence, Kenneth W. (State U. Iowa, Iowa City.) Learning and performance in eyelid conditioning as a function of intensity of the UCS. *J. exp. Psychol.*, 1953, **45**, 57-63.—40 S's in each of two groups were conditioned to an air puff UCS, one group received .25 lb./sq. in. and the other group 5.0 lb./sq. in. for 30 trials during the first training period. Each group was then divided into two more similar groups as above. The CS was a light signal. Analysis of the 1st 20 trials of the 2nd training period revealed significant differences in performance due to a strong or weak UCS used in either the 1st or 2nd training period. Results are interpreted as consistent with drive reduction theory. 20 references.—(A. K. Solarz).

527. Spence, Kenneth W., & Farber, I. E. (State U. Iowa, Iowa City.) Conditioning and extinction as a function of anxiety. *J. exp. Psychol.*, 1953, **45**, 116-119.—"Two groups of 32 Ss, selected on the basis of extreme scores made on a test of manifest anxiety, were conditioned for 60 trials and then given 40 'extinction' trials in which the CS-UCS interval was increased to one which has been shown to be nonconductive to human eyelid conditioning. The results indicated that there was a significant difference ($p < .05$) in performance level both during conditioning and 'extinction' between anxious and nonanxious Ss." Women were found to perform at a higher level than men.—(A. K. Solarz).

528. Stone, G. Raymond. The effect of negative incentives in serial learning: VII. Theory of punishment. *J. gen. Psychol.*, 1953, **48**, 133-161.—In general Thorndike's and Skinner's theoretical views are upheld except for the present denial of exercise as a selective factor, and the conclusion that punishment has the positive action of fixation, not just the absence of weakening. 32 references.—(M. J. Stanford).

529. Tyler, D. W., Wortz, E. C., & Bitterman, M. E. (U. Texas, Austin.) The effect of random and alternating partial reinforcement on resistance to extinction in the rat. *Amer. J. Psychol.*, 1953, **66**, 57-65.—Rats trained in a single window jumping apparatus were reinforced on alternate or random trials. Significantly greater resistance to extinction

was found in the randomly reinforced group. "The results are opposed to predictions based on the concept of stimulus-generalization and support the conception of serial patterning."—(J. A. Stern).

530. Underwood, Benton J. (Northwestern U., Evanston, Ill.) *Studies of distributed practice: VIII. Learning and retention of paired nonsense syllables as a function of intralist similarity.* *J. exp. Psychol.*, 1953, 45, 133-142.—"Five experiments were performed to study the effect of (a) intertrial rest and (b) intralist stimulus and intralist response similarity on learning and retention of lists of paired nonsense syllables." There were 32 Ss in each experiment. Results showed no influence of intertrial rest on rate of learning in any of the 5 experiments. Retention showed no differences as a function of either intertrial rest or similarity. Difficulty of learning increased with stimulus similarity; overt errors increased directly with response similarity.—(A. K. Solarz).

531. Underwood, Benton J. (Northwestern U., Evanston, Ill.) *Studies of distributed practice: IX. Learning and retention of paired adjectives as a function of intralist similarity.* *J. exp. Psychol.*, 1953, 45, 143-149.—"The variables of the present experiments in learning of paired-adjective lists were: (a) intertrial interval (4, 30, and 60 sec.); (b) three degrees of stimulus similarity, and (c) three degrees of response similarity." Results showed that (1) intertrial interval was not related to either learning or retention, but was directly related to the occurrence of overt errors during learning; (2) overt errors increased directly with response similarity; (3) stimulus similarity had a complex effect on rate of learning; (4) neither response nor stimulus similarity produced significant effects on retention.—(A. K. Solarz).

532. Wodinsky, Jerome, & Bitterman, M. E. (U. Texas, Austin.) *The solution of oddity-problems by the rat.* *Amer. J. Psychol.*, 1953, 66, 137-140.—The authors find the rat to be capable of solving oddity problems, i.e., the problem that one of any three figures is correct which is different from the other two. The authors conclude: "This performance cannot be explained in terms of differential reinforcement either of afferent components or of simple afferent compounds, and the data on transfer seem to rule out the possibility of solutions based on configurational discrimination. Perhaps we must think in terms of an abstract level of functioning which most of us have hitherto been reluctant to grant to the rat."—(J. A. Stern).

533. Wyckoff, L. Benjamin, Jr. (U. Wisconsin, Madison.) *The role of observing responses in discrimination learning. Part I.* *Psychol. Rev.*, 1952, 59, 431-442.—A theory of discrimination is developed to include situations in which some observing response is required before S is exposed to the discriminative stimuli. A general hypothesis to account for the probability of the observing response occurring is derived from the principle of secondary reinforcement. The formulation lends itself to precise quantitative statement and may be useful for interpreting certain phenomena of discrimination learning. 22 references.—(C. F. Scofield).

(See also abstracts 70, 89, 98, 241, 242, 368, 722, 1439)

534. Doran, F. S. A. (U. Manchester, Eng.) *Mind: a social phenomenon.* New York: William Sloane Associates, 1953. 182 p. \$3.00.—The history of philosophy is reviewed to illustrate theories of the mind both spiritual and materialistic. That the mind is an expression of brain function with its content determined by social tradition, including hopes, values, and fears is a thesis maintained particularly by an examination of the medical mind—what takes place in the mind of the physician. The thought process can be reduced to recognition, differentiation, and memory. For most physicians their ideas, thoughts, and beliefs can all be traced back to acts of perception.—(W. L. Wilkins).

535. Gorden, Raymond L. (U. North Dakota, Grand Forks.) *The effect of attitude toward Russia on logical reasoning.* *J. soc. Psychol.*, 1953, 37, 103-111.—A study "to determine the extent to which a person's attitude on a subject may interfere with his ability to think logically on that subject, and to determine how sensitive the syllogistic reasoning test is in indicating attitude bias on the subject." To the limited degree to which the syllogistic test was sensitive to bias it disclosed bias consistent with that obtained with the Likert-type opinionnaire, which "in this case appeared to be much simpler for practical purposes of detecting attitude."—(J. C. Franklin).

536. Hall, Calvin S. (Western Reserve U., Cleveland, O.) *A cognitive theory of dream symbols.* *J. gen. Psychol.*, 1953, 48, 169-186.—By discarding Freud's disguise theory of dream symbols as wanting in various respects and utilizing his concept of regard for representability a theory of dream symbols is developed. This theory is called cognitive because it assumes that the process of symbolizing is a function of the cognitive system of the ego.—(M. J. Stanford).

537. Hovland, Carl L., & Weiss, Walter. (Yale U., New Haven, Conn.) *Transmission of information concerning concepts through positive and negative instances.* *J. exp. Psychol.*, 1953, 45, 175-182.—A report on 3 experiments testing the acquisition of concepts under positive and negative instances of stimulus presentation characteristics. The amount of information conveyed by each type of instance was equated. Weigl-type cards and flower design cards were the stimulus material. Results showed that all-negative instances are consistently inferior to all-positive instances. The generalization that concepts cannot be learned from negative instances was disproved.—(A. K. Solarz).

538. Kelsey, Denys E. R. (Park Prewett Hosp., Basingstoke, Hants, Eng.) *Phantasies of birth and prenatal experiences recovered from patients undergoing hypnoanalysis.* *J. ment. Sci.*, 1953, 99, 216-223.—3 cases illustrate how early experience might be relived, although each may have known what was expected in the fantasy. It is suggested that these fantasies may really be memories, that conception represents the primal psychic trauma, and that eventually it may be possible to build a psychodynamics based upon the psychical life of the fetus.—(W. L. Wilkins).

539. Koyanagi, Kyôji. *An experimental study on relations between the intellectual cognition and the intellectual activity in children.* *Toboku Psychol.*

Folia, 1953, 13, 100-113.—To examine the relation between intellectual cognition (logical intelligence) and intellectual activity (practical intelligence) 10 superior and 10 inferior 6th grade children and 10 feeble-minded children were required to lead a ball out of a detour box by means of tools. Where preliminary cognition determines success or failure, the superior showed better adaptation. Therefore intellectual cognition positively and functionally affects intelligence acting in such a situation.—(G. Rubin-Rabson).

540. Lefebvre, Ludwig. *Eine Hypothese über latenten Trauminhalt*. (An hypothesis on latent contents of dreams.) *Psyche*, HeideL, 1952, 6, 351-377.—A search for latent contents of dreams may be promising if the interpreter is able to find patterns pertinent to tendencies, movements, and states. By the search for patterns behind the manifest contents the dream phenomenon will not be completely explained but a more systematic understanding of each content of dreams will be possible. Many contents of dreams, according to the author, contain more than the actual experience content. 50 references.—(E. Barschak).

541. Russell, David H. (U. California, Berkeley.) *The development of thinking processes*. *Rev. educ. Res.*, 1953, 23, 137-145.—There are comparatively few researches on children's thinking, mental tests being mainly concerned with the products rather than the process of thinking. Much work, however, has been done in the area of children's knowledge of concepts and problem solving. More research is needed on children's percepts, memories, fantasies, their methods of problem solving, critical thinking, and creative thinking, particularly in a group or classroom situation. 73-item bibliography.—(W. W. Brickman).

542. Short, P. L. *The objective study of mental imagery*. *Brit. J. Psychol.*, 1953, 44, 38-51.—While subjects solved mental tasks the electrical activity of the visual association areas of the cortex was recorded by means of the EEG and rate and depth of respiration was recorded from a thermocouple placed in front of the nostrils. These measures were then related to the subjects' reports of imagery. During actual visualizing, visual imagers breathed regularly and showed frequent blocking of alpha-rhythms. Verbal imagers breathed irregularly, with alpha persistences, during periods of verbal-motor imagery. Verbal-sensory imagery was unusual, being habitually reported by only a small minority of subjects.—(L. E. Thune).

543. Tresselt, M. E., & Leeds, Donald S. (New York U.) *The effect of concretizing the mental set experiment*. *J. gen. Psychol.*, 1953, 48, 51-55.—The results compare favorably with those established recently by Luchins, namely that concretizing the task has no influence upon the mental set effects. It is suggested, however, that there is a greater facilitating effect on mental set time in the performance problems than in the verbal problems.—(M. J. Stanford).

(See also abstract 108)

Intelligence

544. Anastasi, Anne, & Cordova, Fernando A. (Fordham U., New York.) *Some effects of bilingual-*

ism upon the intelligence test performance of Puerto Rican children in New York City. *J. educ. Psychol.*, 1953, 44, 1-19.—Two forms of the Cattell "Culture Free" Test were given to 176 Puerto Rican children in grades 6 to 8 of a parochial school in New York City. The median standard score was 1.25 sigma below the norm, and would correspond to an IQ of about 80 on the Stanford-Binet or Wechsler. The low level of the scores may be related to the poor socio-economic status of the group, to poor mastery of both languages due to bilingualism, and to lack of motivation or interest on the part of the children. The fact that girls scored higher with instruction in Spanish and boys scored higher when the instruction was in English may reflect differences in degree of acculturation of the two sexes.—(E. B. Mallory).

545. Nisbet, John. (U. Aberdeen, Scotland.) *Family environment and intelligence*. *Eugen. Rev.*, 1953, 45, 31-40.—The hypothesis that limited contact between parent and child in large families tends to retard verbal development and test score was tested by three methods on two large groups of cases numbering over 2500 each: by partial correlation of family size and verbal ability with intelligence held constant; by correlation of family size and several tests with different verbal loadings; and by correlation of family size and intelligence at different ages. It would appear from the findings that part of the negative correlation of family size and test score may be attributed to the effect of size of family on verbal development and through it on mental development. The remaining substantially large negative correlation (when environmental influence is allowed for) is probably depressing the trend of national intelligence. 26 references.—(G. C. Schwesinger).

546. Oléron, Pierre. *L'intelligence* (Intelligence.) *Année psychol.*, 1952, 52, 429-441.—Many influences affecting intelligence are presented and discussed under the heads of biological determinants, sociological aspects, development and function. These include postnatal cerebral trauma, Rh incompatibility, fertility, diet, national intelligence and concept formation. 19 references.—(G. E. Bird).

Personality

547. Benedek, Therese. (Chicago (Ill.) Psychoanalytic Inst.) *On the organization of psychic energy: instincts, drives and affects*. In Grinker, R. R., *Mid-century psychiatry*, (see 28: 1140), 60-75.—Personality is the individual's peculiar mode of dealing with psychic tensions. Instinct is the psychic energy which participates in forming and maintaining the personality; drive is the free energy which produces current stimulation of the psychic apparatus. Affect is a feeling of, or a response to, a change in the psychophysiological equilibrium. Complex affect can be analyzed in regard to psychodynamic tendencies which constitute it, its genetic motivation, and its function in the total personality.—(W. L. Wilkins).

548. Bentley, Charles S., & Springer, Donald A. (Alabama Polytechnic Institute, Auburn.) *The role of certain visual phenomena in adolescent personality adjustment*. *Amer. J. Optom.*, 1953, 30, 227-243.—About 150 7th and 8th grade pupils were tested on the Ortho-rater and the California Test of Personality,

and were rated by teachers and by parents on a check list. Scores were weighted and adjusted to permit comparison. The authors conclude that the data provide some support for the hypothesis that good vision and good personality adjustment tend to be found together.—(M. R. Stoll).

549. **Blum, Gerald S.** (U. Michigan, Ann Arbor.) **Psychoanalytic theories of personality.** New York: McGraw-Hill, 1953. xviii, 219 p. \$3.75.—In 8 chapters following a developmental chronology—prenatal and birth, neonate, first year, one to three years, three to five, latency (five to puberty), puberty and adolescence, and adult—the author presents an exposition of psychoanalytic theories of normal personality. The views of the orthodox Freud, Fenichel, et al., of the early deviationists, Adler, Jung, and Rank, and of the neo-Freudians such as Fromm, Horney, Thompson, and Sullivan on a number of concepts are described. Each chapter closes with extensive critical and interpretive notes. 295-item bibliography.—(C. M. Louttit).

550. **Cowen, Emory L.** (U. Rochester, N. Y.) **Stress reduction and problem-solving rigidity.** *J. consult. Psychol.*, 1952, 16, 425-428.—From a large number of subjects who had been given a projective personality test, 50 were selected at random for further testing, and were assigned alternately to a "stress" group and a "praise" group. In the former group, the subjects were told that their projective test records had certain "questionable features," while in the latter group the subjects were told their records were "outstandingly good." All subjects were then given the "water-jar test of problem-solving rigidity." Significantly fewer rigid solutions were given by the praised group. The reduction of rigid behavior on the part of this group was attributed to the reassurance they received when praised for their test performance. Implications of these and other findings for psychotherapy and research are pointed out.—(F. Costin).

551. **Edwards, Allen L.** (U. Washington, Seattle.) **The relationship between the judged desirability of a trait and the probability that the trait will be endorsed.** *J. appl. Psychol.*, 1953, 37, 90-93.—The study was designed to measure the relationship between probability of endorsement of personality items and the scaled social desirability of the items. Scale values were determined by applying the method of successive intervals to 140 personality trait items which had been administered to 152 subjects with pertinent instructions. The items were then administered to a different group of 140 students as a personality inventory. The proportion of "yes" answers was taken as a measure of the probability of endorsement and correlated against the social desirability scale value for the items. The high degree of relationship ($r = .871$) is discussed.—(H. W. Daniels).

552. **Fronzizi, Risieri.** **The nature of the self: a functional interpretation.** New Haven: Yale University Press, 1953. xi, 210 p. \$4.00.—Descartes, Locke, Berkeley and Hume, whose concepts of the self are reviewed in the first 4 chapters, form a sequence in the changes in self concept from the "immaterial substance" of Descartes to Hume's "collection of different perceptions." Substantiality is a metaphysical construct to account for the basic constancy of self; this Hume sought to refute, but was

not successful. The present author, in the last 3 chapters, examines the self in the light of Gestalt-theorie and finds its constancy understandable in dynamic function. The self "is not a static unity based upon homogeneity but a dynamic unity that rests upon the diversity and opposition of the members that make it up."—(C. M. Louttit).

553. **Giltay, H. Zichzelf-zijn.** (Being one's self.) *Ned. Tijdschr. Psychol.*, 1953, 8, 243-265.—Freud's Ego-and-I-concept, although of great value for describing the neurotic disintegrated mind, is inadequate with regard to the normally developed personality, to man who has become himself. Freud's concept of personality is essentially impersonal, egocentric and narcissistic. What is wanted is a new basic concept of the normally developed harmonious personality, of the individual who has really become himself. A concept which has disposed of every atomistic mythology of drives and Ego-superstition, and which only believes in the creative, organizing and syncretical potentialities of the self. When these convictions grow and spread more widely, psychoanalytic therapy will further develop from a retrospective-biological method to a prospective, scientific and spiritual reeducative method, which works with life in the present, and of which the ultimate aim is to help the patient to find the courage and the means to be himself.—(Courtesy *Ned. Tijdschr. Psychol.*).

554. **Granger, G. W.** (Maudsley Hosp., London, Eng.) **Personality and visual perception: a review.** *J. ment. Sci.*, 1953, 99, 8-43.—Perceptual functions and perceptual attitudes are reviewed to illustrate the significance of recent research for personality theory. Overenthusiasm for perceptual approaches to personality understandings may lead workers to neglect motor, autonomic, or constitutional approaches. 320-item bibliography.—(W. L. Wilkins).

555. **Hsu, Francis L. K.** (Northwestern U., Evanston, Ill.) **Anthropology or psychiatry: a definition of objectives and their implications.** *Sthwest. J. Anthropol.*, 1952, 8, 227-250.—Contradictions between fact and theory relating to the comparative importance of early and late experiences in the formation of personality can be resolved by examining the differing aims, procedure and subject matter of psychiatrists and anthropologists.—(M. M. Berkun).

556. **Kates, Solis L.** (U. Oklahoma, Norman.) **Subjects' evaluations of annoying situations after being described as well adjusted and poorly adjusted.** *J. consult. Psychol.*, 1952, 16, 429-434.—"Fourteen subjects were given identically worded statements that they were well adjusted. Another fourteen subjects were advised, in identical words, that they were poorly adjusted. Immediately following these descriptions, the two groups filled out a rating blank describing annoying social situations. Scores on this administration of the blank were compared with scores on the same rating blank completed 5 weeks prior to the experiment. There was a significant lowering of the postexperimental scores of the group given the well-adjusted descriptions." The author interprets these results as indicating that those who were described as well adjusted thought favorably of themselves in relation to other people, and therefore found annoying situations significantly less disturbing.—(F. Costin).

557. **Klein, George S.** **The Menninger Foundation research on perception and personality, 1947-1952: a**

review. *Bull. Menninger Clin.*, 1953, 17, 93-99.—Forms of perceiving ("cognitive styles," "perceptual attitudes") reflect basic dispositions of personality. Some of these cognitive styles (leveling and sharpening, focusing and non-focusing, tolerance and intolerance toward instability) are described with reference to typical experimental tools for observing them. 27-item bibliography.—(W. A. Varvel).

558. Kuhn, Manfred. (State U. Iowa, Iowa City.) **Family impact on personality.** In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 46-52.—Four problems critical to an inquiry of family impact on personality are indicated: (1) determining the degree of personality fixity; (2) determining whether there are differences in impact on personality by different types of families; (3) determining the influences of varying types of cultural milieu; and (4) determining the influence of the peer culture. The measurement of self-attitudes is of prime import in a concerted attack on these issues. Evidence from a comparative study of self-attitudes among Amish, Mennonite, "Gentile," and urban parochial school children indicates that "the prospect for the measurement of self-attitudes is hopeful."—(E. L. Gaier).

559. Long, Lewis M. K. **Alfred Adler and Gordon W. Allport: a comparison on certain topics in personality theory.** *Amer. J. indiv. Psychol.*, 1952-53, 10, 43-53.—Selected for comparative study are the unity of personality, consistency of behavior, personality and motivation, consciousness-unconsciousness, place of the ego in personality theory and the mature personality. Except in the area of motivation, close similarities are observed in the views of both theorists. "...the uncontrolled observations, experience and insights of Adler...represent thinking years ahead of his time." 25-item bibliography.—(A. R. Howard).

560. Lorenzini, Giacomo. **Lineamenti di caratterologia e tipologia applicate all'educazione.** (Outlines of characterology and typology applied to education.) Turin: Societa Editrice Internazionale, 1952. xiv, 426 p.—Lorenzini presents after a general theory of the studies of personality and character the contributions of A. de Giovanni, G. Viola, N. Pende, Kretschmer, Sheldon, Binet, Jung, Spranger, et al.—(E. Katz).

561. MacKinnon, Donald W. (U. California, Berkeley.) **Fact and fancy in personality research.** *Amer. Psychologist*, 1953, 8, 138-145.—The criticism of personality research given here "is not of theory as such, but of the impatience to develop elaborate theoretical models of personality before laying the necessary ground work of observations and abstractions from them." There is a danger of "building logical superhighways which turn out to be dead ends leading nowhere." The author proposes that we "settle for something less than full-blown theoretical models, namely hunches and working hypotheses." 22 references.—(R. Mathias).

562. McQuitty, Louis L. **A statistical method for studying personality integration.** In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 414-462.—The author describes in some detail his revised factor analytic design called configurational analysis. The method is concerned with inter-associations between answers (on a single test) rather than between tests. The hypotheses basic to the method as related to

personality study are that ideas are lawfully inter-related so that acceptance of some encourages acceptance of others, and the rejection of still others. The method is described and is discussed especially in relation to personality measurement and to the measurement of results of psychotherapy.—(C. M. Louttit).

563. Mailloux, Noël. (U. Montreal, Que., Can.) **Psychic determinism, freedom, and personality development.** *Canad. J. Psychol.*, 1953, 7, 1-11.—The opposite of determinism is indeterminism—chaos, not freedom of will. Conscious psychic determinism is a necessary condition for freedom of choice. The neurotic individual is one who is afraid of responsibility. He is incapable of free self-determination.—(J. Bucklew).

564. Misiak, Henry, & Franghiadi, George J. (Fordham U., New York.) **The thumb and personality.** *J. gen. Psychol.*, 1953, 48, 241-244.—The relationship of the length of the thumb to the power of the personality was investigated on 100 male S's by using the Allport Ascendancy-Submission Reaction Study and the thumb index, the ratio of the length of the thumb to the length of the whole hand. The correlation coefficient was not significant. The results which were somewhat similar to those observed by D. MacLaurin in 1921 seem to cast doubt on the use of the thumb as means of diagnosing personality traits.—(M. J. Stanford).

565. Sanford, R. Nevitt. (U. California, Berkeley.) **Family impact on personality: the point of view of a psychoanalyst.** In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 32-41.—The problem of what happens to some children in the socialization process to produce essentially irreversible learning is discussed in terms of personality autonomy or non-extinguishing motives. What distinguishes these motives is not the way in which they are learned but rather that they are not extinguished in terms of the basis of ordinary learning theory. A clinical case is described in terms of this theoretical framework.—(E. L. Gaier).

566. Smith, Gudmund. **Interpretations of behavior sequences with respect to a radical change in the objective situation.** Copenhagen, Denmark: Ejnar Munksgaard, 1952. 120 p. Dan. kr 13.30.—The purpose of this study was to describe the behavior sequence of a group of subjects after radical change in their environment. The subjectivizing approach was followed. The materials consisted of a mirror, screen, and a paper with 25 squares arranged in 5 rows. At opposite ends of one of the diagonals of each square were two dots. The subject was to draw a line from one dot to the other. The environmental change was produced by having the line drawn while S viewed the square in the mirror. The subjects were mental patients and normal subjects. Various types of personality, as defined by Strömberg were revealed by the records, including the oligophrenic and epileptoid, but with greatest emphasis on the ixophrenic personality. Extensive bibliography.—(M. O. Wilson).

567. Stagner, Ross. (U. Illinois, Urbana.) **Personality development.** *Rev. educ. Res.*, 1952, 22, 459-474.—During 1950-52, the research on personality development has shown a marked increase of interest in theoretical problems, with particular reference to the conceptualization of personality in

perceptual terms. In addition, much attention has been paid to perceptual hypotheses and to the use of perceptual theory to interpret findings. The 88 studies cited in this article deal with the importance of early experiences, parent-child interactions, developmental stages, the "critical period" hypothesis, frustration, aggression, and delinquency, social class and personality, ethnocentrism and prejudice, problems of minority children, sociometric investigations, heredity, and technical problems.—(W. W. Brickman).

568. Ullmann, S. *Psychologie et stylistique*. (Psychology and stylistics.) *J. Psychol. norm. path.*, 1953, 46, 133-156.—A review of all the old concepts of stylistics is followed by a modern definition of the term. The objective and methods are defined. The utility of this science is shown, especially in psychology as a method for the study of personality.—(M. Laurendeau).

569. Wesley, Elizabeth. (State U. Iowa, Iowa City.) *Perseverative behavior in a concept-formation task as a function of manifest anxiety and rigidity*. *J. abnorm. soc. Psychol.*, 1953, 48, 129-134.—"The purpose of the present investigation was to study the relationship of the general personality characteristics rigidity and manifest anxiety as defined on the basis of paper-and-pencil questionnaires to a task of the type used in clinical studies of concept formation.... No clearcut relation between manifest anxiety and perseveration of response in a concept-formation task was established." 19 references.—(L. N. Solomon).

570. Winch, Robert F. (Northwestern U., Evanston, Ill.) *The impact of the family upon personality: the view of one sociologist*. In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 55-60.—Most of the propositions regarding personality development in general and regarding the influence of family in particular are in the realm of belief rather than in that of corroborated generalization. The testing of hypotheses concerning the effect of parent-child interaction on the personalities of children is a necessary step in the development of knowledge concerning personality development. A study is described to predict the effect of (1) the mother's personality, (2) the father's personality, and (3) the interaction of these personalities on that of the child.—(E. L. Gaier).

571. Young, Norman, & Gaier, Eugene L. (Columbia U., New York.) *A preliminary investigation into the prediction of suggestibility from selected personality variables*. *J. soc. Psychol.*, 1953, 37, 53-60.—"After showing that a change in perceived distance of light movement could be induced by suggestion, two personality tests were administered to 20 subjects to get measures of the traits—Introversion-Extraversion, Ascendancy-Submission, Self-Sufficiency, and Hysteria. From the five factors (the above four plus suggestibility), a multiple regression was arrived at predicting suggestibility from the remaining four. Utilizing the multiple regression equation, two groups of 10 subjects each were then set up: (a) those predicted to be most suggestible, and (b) those predicted to be least suggestible. These groups were then measured for suggestibility. Significant differences were found in what was here

defined as suggestibility, autokinetic performance."—(J. C. Franklin).

(See also abstracts 120, 174, 456, 638, 782, 930, 1051)

Aesthetics

572. Baer Bahia, Alcyon. *El contenido y la defensa en la creación artística*. (Content and defense in artistic creation.) *Rev. Psicoanal.*, B. Aires, 1952, 9, 311-341.—The interrelationship between repressed elements and the repressing energies in artistic production are demonstrated by analytic exploration of the book "L'Etranger" by Camus. The intent is to elaborate the melancholic situation originating in the primal scene. Failing to do this, the artistic creation synthetically signifies the result of the effort exerted by the ego to overcome schizophrenic dissociation.—(C. A. Schoper).

573. Baranger, W. *Depresión, introyección y creación literaria en Marcel Proust*. (Depression, introjection and literary creation in Marcel Proust.) *Rev. Psicoanal.*, B. Aires, 1952, 9, 143-171.—Biographical material and the literary works of Marcel Proust are used to show that his personality was essentially depressive in structure although it may have had schizoid and paranoid features as well. All of his defenses are directed toward object loss and the feeling of death experienced upon observing the primal scene. "The Remembrance of Times Past" is a transcription of a psychic universe of frustrated and dead internal objects and represents an attempt to be restored to his mother. English, French, and German summaries.—(C. A. Schoper).

574. Bazin, Germain. *Sur l'espace en peinture: la vision de Braque*. (Concerning space in painting: Braque's vision.) *J. Psychol. norm. path.*, 1952, 45, 439-448.—Study of Braque brings one beyond the horizons of painting because his art represents a culmination and meddling of many currents of civilization. The author shows mainly what led Braque to innovate, but emphasizes, also, that the past is strongly reflected in Braque's work.—(G. Elias).

575. Bergler, Edmund. *Can the writer "resign" from his calling?* *Int. J. Psycho-Anal.*, 1953, 34, 40-42.—Writers cannot quit their calling because their superegos impose life-long torturous burdens to create, which the authors are unable to escape.—(G. Elias).

576. Colquhoun, N. C., & Palmer, Harold. (Hill End Hosp., St. Albans, Herts, Eng.) *Pictorial art, viewed from the standpoint of mental organization as revealed by the excitatory abreaction techniques of psychiatry*. *J. ment. Sci.*, 1953, 99, 136-143.—Four basic stages of orientation to real experience bear some relationship to image-types revealed in the work of artists. An artist's work can be analyzed to reveal his identification with one stage.—(W. L. Wilkins).

577. Deeb, B. (Art: its nature and its cognitive implications.) *Egypt. J. Psychol.*, 1953, 8, 361-382.—A presentation of Souriau's Theory of Esthetics which attempts to subject esthetics to experimentation. In Arabic.—(L. H. Melikian).

578. Donnelly, John. *Incest, ingratitude, and insanity*. *Psychoanal. Rev.*, 1953, 40, 149-155.—King Lear was not insane but was in a delirium at the beginning of the play. Lear was such an insecure parent that he needed complete or incestuous love

from his daughters. Evidence of Lear's incestuous fantasies is readily found in the later scenes when he has become insane.—(D. Prager).

579. **Dracoulides, N. N.** *La généalogie des Atrides et l'aventure d'Oreste*. (The genealogy of the Atrides and the adventure of Orestes.) *Psyché, Paris*, 1952, 7, 805-817.—Orestes' place in the family tree of the Atrides and all interrelationships are explained in detail. The story of Orestes is dramatized and told as though Orestes came to a present day psychoanalyst and submitted himself to a psychodiagnostic interview.—(G. Besnard).

580. **Dudyca, George J.** (Wittenberg Coll., Springfield, O.) *Race attitude and esthetic preference*. *J. soc. Psychol.*, 1953, 37, 61-68.—The esthetic preferences of the majority of students tested for vocal solos as sung by recognized white and Negro artists showed no race bias.—(J. C. Franklin).

581. **Engleman, Albert.** (2185 34th Ave., Long Island City 6, New York.) *A case of transexion upon viewing a painting*. *Amer. Imago*, 1952, 9, 239-249.—The author comments upon an article originally appearing in the magazine, *Scottish Arts and Letters*, Glasgow 1944, Vol. 1, and calling attention to the confusion of sexual characteristics in Rousseau's "La Bohémienne Endormie" and Chirico's "Le Cerveau de L'Enfant".—(W. A. Varvel).

582. **Feldman, Harold.** (2511 S. Marshall St., Philadelphia 48, Pa.) *Unconscious envy in Brutus*. *Amer. Imago*, 1952, 9, 307-335.—Brutus' action in killing Caesar arose out of unconscious envy covered up by an extreme sense of tradition and virtuous appearances, an excessive pride and self-love. Following the murder, his psychic need for punishment thwarted the conspirators' chance of winning the war. Shakespeare's ambivalent attitude toward Brutus resulted in some defects in the play, but the character he drew is truer of the historical Brutus than was intended.—(W. A. Varvel).

583. **Francastel, Pierre.** *Imagination plastique, vision théâtrale et signification humaine*. (Plastic imagination, theatrical vision and human meaning.) *J. Psychol. norm. path.*, 1953, 46, 157-187.—An historical study on the relations of art, the theater and life during the XIV century.—(G. Lavoie).

584. **Francastel, P.** *Technics and aesthetics*. *J. Aesthet.*, 1953, 11, 187-197.—"There is no natural or innate opposition between art and technics,—the evolution of art is inseparable from that of technics in our epoch as in all others."—(P. R. Farnsworth).

585. **Grunewald, Marta.** *A physiological aspect of experiencing music*. *Amer. J. Psychother.*, 1953, 7, 59-67.—Generalizing from studies on the pupillary reflex, the author concludes that "Listening to music... in a purely physiological sense... is equivalent to being exposed to a great multitude of sensory stimuli, each of which can be considered capable of setting in motion the psychosensory restitution phenomenon." This latter is a re-vitalization of a fatigued reflex by the presentation of a new, extraneous stimulus (disinhibition?).—(L. N. Solomon).

586. **Gui, Weston A.** (2650 Ridge Ave., Evanston, Ill.) *Bottom's dream*. *Amer. Imago*, 1952, 9, 251-305.—In "Midsummer-Night's Dream," Shakespeare has revealed the core of his own neurotic problem. The regressive oral dreaming of Bottom is essential to

the analysis of the psychic material with which the play deals. Sibling rivalry, anxiety stirred up through exposure to the primal scene, passive homosexual submission to the father, conflicting attitudes toward the mother expressed in the figures of Hippolyta and Titania, the masochism operating in Bottom's rejection of oral gratification in his dream—these elements help to explain the motivations underlying Shakespeare's creative artistry.—(W. A. Varvel).

587. **Heller, Peter.** (Harvard U., Cambridge, Mass.) *The masochistic rebel in recent German literature*. *J. Aesthet.*, 1953, 11, 198-213.—"The sado-masochistic accompaniments to the creative process are due to incompleteness of sublimation—the symbol of masochistic rebellion occurs frequently together with both mingled creative experience and communal instability."—(P. R. Farnsworth).

588. **Kahn, Shalom J.** *Science and aesthetic judgment*. New York: Columbia University Press, 1953. xii, 283 p. \$4.00.—Taine's critical method is considered in detail in the light of the issue of scientific analysis versus aesthetic and moral judgment. Taine was the first to set forth the view that literature and the arts can best be understood within a social context. Taine's naturalistic method brought up to date stands as an essential frame of reference for comparative literature, and Taine, although "a typical product of the nineteenth century, has something to teach us in the twentieth."—(P. E. Lichtenstein).

589. **Kligerman, Charles.** *Psychology of Herman Melville*. *Psychoanal. Rev.*, 1953, 40, 125-143.—"...this essay attempts to illuminate some of the conflicts which motivated Melville and which ultimately led to the emotional crisis which sapped his creative strength in the hour of his artistic triumph." Melville suffered the tragedy of outliving his genius. 22 references.—(D. Prager).

590. **Lundin, Robert W.** (Hamilton Coll., Clinton, N. Y.) *An objective psychology of music*. New York: Ronald Press, 1953. ix, 303 p. \$4.50.—The theoretical framework, discussed in chapter one, is behavioristic, particularly the "interbehavioral" variety of J. R. Kantor to whom the book is dedicated. The aesthetic philosophy is that of cultural relativism. The 16 chapters cover the usual topics of the dimensions of tone, combinations of tones, rhythm, learning, affection, aesthetic response, ability and tests, musical performance, and applications to industry and therapy. 260-item bibliography.—(P. R. Farnsworth).

591. **Macalpine, Ida, & Hunter, Richard A.** (54, Porchester Gate, London W.2, Eng.) *Rossini: piano pieces for the primal scene*. *Amer. Imago*, 1952, 9, 213-219.—Late in Rossini's life, his prolonged period of depression and inactivity was broken by the composing of miniature music for the piano, compositions which he refused to publish. His life was dominated by fixation on his mother and in one series of his piano pieces he expressed his unconscious conception of the primal scene through the symbolism of the railway.—(W. A. Varvel).

592. **Mauron, Charles.** *Notes sur la structure de l'inconscient chez Vincent van Gogh*. (The structure of the unconscious in Van Gogh.) *Psyché, Paris*, 1953, 8, 24-31.—A review of the literature on Van Gogh's life shows two different diagnoses: epilepsy or schizophrenia; the review is followed by a very brief chronological history of his life. It is proposed

to study the problem from 5 points of view; the first—the depressive situation of Van Gogh—is examined.—(G. Besnard).

593. Metzinger, J. *Critique d'art et psychanalyse*. (Criticism of art and psychoanalysis.) *Psyché, Paris*, 1953, 8, 64-66.—A psychoanalytic approach to art criticism would uncover many hidden reasons for an artist's behavior. It might also be of help to the artists themselves.—(G. Besnard).

594. Meyer-Haer, K. *Psychologic and ontologic ideas in Augustine's De Musica*. *J. Aesthet.*, 1953, 11, 224-230.—Augustine's theories were essentially developments of the Plotinus conceptions of motion. Unlike most later philosophers Augustine felt that knowledge is gained more through auditory than from visual stimulation.—(P. R. Farnsworth).

595. Osborne, Harold. *Theory of beauty: an introduction to aesthetics*. New York: Philosophical Library, 1953. vii, 220 p. \$4.75.—The author warns against the rejection of an objective theory of beauty simply because of the lack of agreement among critics and other specialists as to what is beautiful. He adopts a gestalt-type philosophy in which a work of art is held to be "an organic whole of interlocking organic wholes at many various levels of analytical complexity." He believes in the intuitive rather than the analytic or measurement approach of science, but he does not hold with the concept of naive geometry as an explanatory principle.—(P. R. Farnsworth).

596. Plottke, Paul. *Individual psychology in the analysis of literature: Dr. Jekyll and Mr. Hyde*. *Indiv. Psychol. Bull.*, 1951, 9, 9-17.—"The basic character of the fictitious Dr. Jekyll is so true to life that we can but admire the art of the author. Intuitively he also confirmed the justness of Adler's test for a correct life-style...."—(A. R. Howard).

597. Racker, Enrique. *Aportación al psicoanálisis de la música*. (A contribution to the psychoanalysis of music.) *Rev. Psicoanal.*, B. Aires, 1952, 9, 3-29.—The psychoanalysis of a young girl led to several conclusions with respect to the unconscious origin and meaning of music. The defense technique contained in music is one of identification with the aggressor. It represents a compromise for the id, ego and superego in that the impulse may be expressed through music which itself represents the good object. To sing is not to scream. It is the manic technique equivalent to the erotic union with the primary objects. Anthropological data are presented to demonstrate the general validity of these conclusions. English, French, and German summaries.—(C. A. Schoper).

598. Read, Herbert. *The philosophy of modern art*. New York: Horizon Press, 1953. 278 p. \$4.50.—A collection of essays given logical coherence by the author's belief that art is supremely important among the agents or instruments of human evolution; that the aesthetic faculty has been the means of man first acquiring, and then refining, consciousness; that form, the progressive organization of elements otherwise chaotic, is given in perception; that skill is the instinct for form revealed in action; that beyond this physiological and instinctive level, any further progress in human evolution has always been dependent on a realization of formal values, i.e., the aesthetic activity.—(A. J. Sprow).

599. Rohelm, Geza. *Hansel and Gretel*. *Bull. Menninger Clin.*, 1953, 17, 90-92.—Several versions

of the folktale of Hansel and Gretel are summarized with special attention to their latent content.—(W. A. Varvel).

600. Studer, Otto. *Rhythmischer Musikunterricht*. (Rhythmic music lessons.) *Psychologe*, 1953, 3, 109-111.—The author defines music as the expression and crystallization of personal experience in the form of sound and rhythm. The music student should keep this definition in mind and give free and uninhibited expression to the emotions which the tone experience awakes in him. Stance, body position, finger and limb movement suggested by the music should take the place of the "correct" position in the music lesson.—(T. C. Kahn).

601. White, John S. (130 West 56th St., New York.) *Georg Buechner or the suffering through the father*. *Amer. Imago*, 1952, 9, 365-427.—Georg Buechner was the author of the dramas "Wozzeck" and "Danton's Death," of the play "Leonce and Lena," and of the "psychological" short story "Lenz." He was also a political activist and a recognized anatomist and physiologist. His premature death at the age of 24 was related to a morbid pathological temperament involving a rebellion against his father, a feeling of guilt, and an urge for atonement. 33 references.—(W. A. Varvel).

(See also abstracts 840, 933)

DEVELOPMENTAL PSYCHOLOGY

Childhood & Adolescence

602. Arai, Seizaburo. *On the retardation of mental development in physically backward babies. First report, on the mentality of nutritionally disturbed babies*. *Tohoku Psychol. Folia*, 1953, 13, 75-84.

—Small children brought up in an institution are generally backward in physical growth. Compared with children raised in normal families, they are retarded mentally. A close relationship exists between physical and mental development.—(G. Rubin-Rabson).

603. Blegen, Sigrid Daae. *The premature child*. *Acta paediatr., Stockh.*, 1953, 42, Suppl. 88, 71 p.—Good living conditions during pregnancy and medical control throughout the entire period reduce the number of premature births and cause more of the prematures born to be viable. Control clinics must instruct pregnant women on proper diet and way of living. Premature infants must be given supervised care as regards diet and hygiene for 2-3 yrs. or more after discharge from a clinic to insure optimal future mental and physical development.—(D. Prager).

604. Bowlby, John. (Tavistock Clinic, London, Eng.) *Some pathological processes set in train by early mother-child separation*. *J. ment. Sci.*, 1953, 99, 265-272.—A child separated before age 4.5 can be a serious problem as powerful emotional forces are generated and the child thrown into a state of acute stress. This may eventuate in hostile and violent behavior as a pattern in later life.—(W. L. Wilkins).

605. Brinkmann, Donald. *Zur Psychologie des Jugendfilms*. (Psychology of youth movies.) *Psychologe*, 1953, 3, 89-93.—Movies designed for children may promote a harmful passivity, no matter how well they may be suited to the age group of the audience. To counteract this the author recommends

group activities such as participation in the singing or acting on the film followed by discussion groups or projects suggested by the nature of the motion picture. The negative factors of the popular movie should be neutralized by play and documentary films suitable to the children's age group and emotional maturity.—(T. C. Kahn).

606. Clark, Kenneth B. (Coll. City New York.) **Race Prejudice and children.** *Child*, 1953, 17, 113-115; 117.—Race prejudice damages the children of the dominant group as well as the children of the minority group against which the prejudice is directed. Children need to find a way in which to deal with their confusion. The effect of race prejudice on the personalities of children of the dominant group is more subtle and somewhat more obscure. Included also are (1) the serious reaction to the moral and ethical conflict when teaching is contradictory; (2) the type of agency necessary to avoid race prejudice; and (3) the need for mature personalities.—(S. M. Amatora).

607. Cruze, Wendell W. **Adolescent psychology and development.** New York: Ronald Press, 1953. xii, 557 p. \$5.00.—Prepared as a text for college courses in adolescent psychology, the book stresses the genetic point of view. Concepts, findings and interpretations supported by research are included. Topics treated include problems and techniques; physical changes and physical development; growth of interests; emotional, intellectual, social, moral and religious development; vocational selection and adjustment; the adolescent at home, at school, and in his community; crime and delinquency; personality; mental hygiene; and the adjustments of atypical adolescents.—(S. M. Amatora).

608. Cutts, Norma E., & Moseley, Nicholas. **Bright children: a guide for parents.** New York: Putnam, 1953. ix, 238 p. \$3.50.—Written also in the hope that it will be used as a basis for exploratory discussion between the parents and older bright children, the book is replete with specific suggestions and practical illustrative material, without impairing the impact of important generalities regarding accelerated development, mental health, discipline, preschool and school problems, home enrichment, the public-private school quandaries of parents of such children, vocational horizons, and going to college. The informal incorporation of clinical material and research findings keeps the book above the purely anecdotal exhortatory level.—(T. E. Newland).

609. Eichorn, Dorothy H. (U. California, Berkeley.), & Jones, Harold E. **Development of mental functions.** *Rev. educ. Res.*, 1952, 22, 421-438.—Research in this area reveals emphases on the analysis of socio-economic factors bearing upon intelligence and achievement, age changes in mental abilities, responses to similar tasks at various ability levels, and the relationship of glutamic acid to intellectual development. The article contains summaries of 108 studies, issued in 1950-52, on infant tests, abilities at different developmental levels, constancy of the IQ, aptitude and achievement, sex differences in intelligence and school performance, differences among ethnic groups, bilingualism, environmental differences on intelligence and achievement, genetic influences on intelligence, general treatments of defective and gifted children, intelligence and personal and social adjustment, and men-

tal, physical, and physiological interrelationships.—(W. T. Brickman).

610. Fonzi, A. **Un anno di vita del consultorio nipiologico E. Cacace di Torino: lo studio sistematico del lattante e del suo ambiente familiare.** (One year of life of the nepiologic agency E. Cacace of Turin: the systematic study of the infant and his family environment.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 236-237.—This is a summary report on the activity of the nepiologic agency of Turin during its first year of activity. Besides social welfare activities the agency through the use of a group of specialists has studied the infant from birth to one year. The study was made with the use of the scale Odette Brunet and Irene Lezine in view of the development of a national developmental scale. As the scale requires also certain questions to the mother, a more comprehensive mother-infant and infant environment relationships study was possible.—(A. Manoil).

611. Friedmann, Alice. **Observations in a play group of young children.** *Indiv. Psychol. Bull.*, 1951, 9, 25-30.—An initial period is noted in which a lack of group feeling is the prime characteristic. Following this, a phase of partial adjustment occurs during which the child begins to establish his role and "to play it in some coordination with the others." In the third phase, ("beginning group relationships, and enjoyment of group life") the group may invent and organize their own group games.—(A. R. Howard).

612. Gardner, George E. **Children in the contemporary scene.** *Child*, 1953, 17, 141-143; 149.—A picture of the present program in child care and some directives for its further development into a comprehensive nation-wide program are discussed. After citing the specific indicators of possible undesirable reaction, the author proceeds to list pertinent problems that could be solved and should be solved in the development of a comprehensive universal child-care program.—(S. M. Amatora).

613. Gibbs, H. G. (Boys' Clubs of America, New York.) **Youth participation—fact or folly?** *Group*, 1953, 15(3), 15-16.—Cautions against involvement of teen age youth in programs and policy making groups which require a maturity they do not possess. "...there is nothing reactionary about saying that teenagers do not have the judgment, the sense of values, the experience, the interest and the knowledge to plan completely for themselves."—(D. D. Raylesberg).

614. Gügler, Alois. **Die Persönlichkeit des Heimseelsorgers.** (Personality of educators in children's homes.) *Heilpädagog. Werkbl.*, 1953, 22, 3-10.—Good mental and physical health was considered to be prerequisites for any person dealing with such children. Institutional education cannot become a refuge for those who seek easy employment. Among the further requirements empathy, objectivity in Kunkelian interpretation, optimism, patience, love, serenity and discretion evoked the author's interest for consideration.—(M. H. Nagy).

615. Hallowitz, David (Menninger Foundation, Topeka, Kans.), & Rosen, Theodore. **Casework with children on problems of group living.** *Child Welfare*, 1953, 32(3), 6-9.—The caseworker in the institutional setting can work creatively to help the child adjust to his placement and take the initiative in resolving his own problems. Discussion centers on (1) temporary institutional placement, (2) child needs

to accept separation, (3) caseworker's help to the child, (4) cottage parents work with the caseworker, and (5) good relationships help the child to take initiative.—(S. M. Amatora).

616. Hallworth, H. J. Group relationships among grammar school boys and girls between the ages of eleven and sixteen years. *Sociometry*, 1953, 16, 39-70.—Hypotheses relating to group structure and development were substantiated by research into British children's groups. It was found that relatively stable groups existed on each level.—(J. H. Bunzel).

617. Harms, Ernest. The intellectual and the emotional approach to nature. *Progr. Educ.*, 1953, 30, 174-179.—The author relates experiences at a summer camp which suggest new principles in nature study to provide the learner with the knowledge of nature he needs in order to feel secure—knowledge which scientific education in the public schools is not providing.—(A. J. Sprow).

618. Harms, Ernest. Nature study—aid to mental health. *Nature Mag.*, 1953, 46(4), 201-204.—The author relates summer camp experiences which illustrate the value of nature study in physical and mental health of children.—(A. J. Sprow).

619. Hauser, Irene. Das Kind und sein Spiel. (Child and play). *Heilpädagog. Werkbl.*, 1953, 22, 47-50.—The author reviews the play theories of Piaget, Charlotte and Karl Buhler, and William Stern. According to her, both Piaget and Ch. Buhler define play as an activity leading to the satisfaction of the Ego. From W. Stern's theory she brings out the time element; the past serves the hereditary basis, the present makes possible the realization of the needs and the future adds the preparatory aspect to it. She also discusses K. Buhler's theory, namely the activity-pleasure and activity-change aspects of play.—(M. H. Nagy).

620. Hotyat F. Les faiblesses de la pensée mathématique chez les adolescents. (Weak points in the mathematical thinking of adolescents.) *Enfance*, 1952, 5, 273-300.—Comparing 6th to 9th year pupils, the author indicates weak points in the mathematical thinking of adolescents as follows: (1) fragility of concepts either on the operational, i.e., functional, side or on the essentially generic of a number of concrete, perceptual situations; (2) difficulty in selecting a method of demonstration; (3) difficulty in translating mathematical thinking into symbolic notation; (4) errors in reasoning in connection with seeking the demonstration. A more detailed analysis is given of difficulties in comprehension. On the whole, the weak points in mathematical thinking of adolescents are seen to decrease as one goes from the lower classes to the higher.—(F. C. Sumner).

621. Jacobi, Jolande. Ich und Selbst in der Kinderzeichnung. (Ego and self in children's drawing.) *Schweiz. Z. Psychol. Anwend.*, 1953, 12, 51-62.—A parallel is suggested between Rhoda Kellogg's study of children's drawings and finger paintings at the Golden Gate Nursery School and Jung's observations and hypotheses on the development of the ego and its relation to the self. Children produce abstract symbolic forms before trying to copy reality. These forms are presumed to be of archetypal nature.—(K. F. Muenzinger).

622. Jensen, Kai. (U. Wisconsin, Madison.) Physical growth. *Rev. educ. Res.*, 1952, 22, 391-

420.—Summarizes 209 research studies, published between 1950 and 1952, on the following topics: prenatal development and prematurity, vital statistics, birth and early postnatal development, anthropometric measurements of growth, weight, body size, steroid phases of growth, endocrine regulation of growth, body segments and tissues, somatotypes, special environmental effects, fate of transplants, methodology and technics, growth curves and growth formulas, and length of life.—(W. W. Brickman).

623. Johnson, Virginia. (Sierra Madre Lodge, Pasadena, Calif.) Child psychology. Columbia, Mo.: Lucas Bros., 1953. 162 p.—One of the Campus Outlines Series intended for use with any standard textbook in child psychology or child development. Includes topics on history and methods in child psychology; physical growth and development; personality and emotional dynamics; family and social maturation; psychosexual development; intelligence; learning; mental processes; language and speech; interests, activities, and play; testing programs; adolescence; exceptional children and pathology; and the school and the child.—(V. Johnson).

624. Josselyn, Irene M. Emotional problems of illness. Chicago: Science Research Associates, 1953. 48 p. 40¢.—Six brief chapters present facts with some discussion on the child's attitude in sickness, the making of a healthy approach to ill health, precautions when the child is initiated to the hospital, how to live with the chronically ill or handicapped child, what to do for him, and the family's role in such illness.—(S. M. Amatora).

625. Kanner, Leo. (John Hopkins U., Baltimore, Md.) Mental health in child rearing. *Child*, 1953, 17, 116-117.—The discussion emphasizes the effects of parental attitudes. The literature puts too much stress on injurious attitudes and not enough on affection, acceptance, and approval. Parents are sometimes confused. There are parents who need individual guidance; their self-confidence must be restored. Any child has a good chance for satisfactory mental health, regardless of physical condition and IQ, etc., if he is accepted as he is.—(S. M. Amatora).

626. Kobayashi, Etsuko. A study on the personal adjustment: a research through questionnaires. *Toboku Psychol. Folia*, 1953, 13, 143-156.—The adjustment to frustration of school children was studied by means of two questionnaires. The experience of frustration is significantly greater in the public than in the religious school child. The occurrence of frustration and the process of adjustment are dynamic.—(G. Rubin-Rabson).

627. Kostick, Abraham. The role of staff in children's institutions. *Child Welfare*, 1953, 32(4), 7-9; 12.—The author suggests that the problems of children in institutions require a unified approach on the part of the staff. Included are discussions of teamwork in various disciplines, parental relationships, identification with group, and skills required of personnel.—(S. M. Amatora).

628. Krall, Vita. (Michigan State Coll., E. Lansing.) Personality characteristics of accident repeating children. *J. abnorm. soc. Psychol.*, 1953, 48, 99-107.—"This investigation was designed to test the hypothesis that accident-prone children have greater aggressive drive, as a result of nurturance frustration in an authoritarian home environment, and

greater aggression anxiety, as a result of punishment for expression of aggression, when compared with accident free children." 22 references.—(L. N. Solomon).

629. Lacan, Jacques. *Some reflections on the ego.* *Int. J. Psycho-Anal.*, 1953, 34, 11-17.—The earliest formation of the ego can be observed in the mirror stage of development, during which the infant's awareness of his body image is moulded by mirror views.—(G. Elias).

630. Larrea Peñalva, Francisco. *Sugerencias en la formación ético-jurídica del escolar.* (Suggestions in regard to the ethical and juridical formation of the school child.) *Rev. Psicol. Pedag. apl., Valencia*, 1952, 3(5), 89-99.—A list of suggestions is presented having to do with the character formation of the school child. The ethical-legal instruction should be one of the tasks of the public school.—(E. Sánchez-Hidalgo).

631. Lebo, Dell. (Florida State U., Tallahassee.) *The constancy of the area factor in the talking, walking and drawing of normal children.* *Child Developm.*, 1952, 23, 289-293.—Twenty normal children, aged 4-12, were each observed in 3 nondirective play sessions, to study the constancy of the area factor. Using the W statistic, they found, in contrast to the literature, no general space factor relating number of words, extent of the area covered in the playroom, and the size of the human figure drawing.—(L. S. Baker).

632. Levy, David M. (New York State Psychiatric Inst.) *Observational psychiatry: the early development of independent and oppositional behavior.* In *Grinker, R. R., Mid-century psychiatry*, (see 28: 1140), 113-121.—Oppositional behavior is normal in developmental patterns as illustrated by feeding and other child behaviors, but when it becomes a main defensive pattern it has a constricting effect on personality, because it develops at the expense of spontaneity and affection.—(W. L. Wilkins).

633. Loban, Walter. (U. California, Berkeley.) *A study of social sensitivity (sympathy) among adolescents.* *J. educ. Psychol.*, 1953, 44, 102-112.—Scores on a sociometric instrument ("Is It Anybody You Know?") administered in the classrooms and teachers' ratings on social sensitivity were obtained for a sample of 230 adolescents. The Hawthorne Group Test of Cruelty-Compassion was also used as a check on the other measures. Comparison of the 60 most sensitive and the 60 least sensitive pupils revealed significant differences between the groups in popularity and in certain attitudes. There were more highly sensitive girls than boys. No relationships were found between sensitiveness and intelligence, race, position in family, church attendance or denomination.—(E. B. Mallory).

634. Lugassy, F. *Débuts de la socialisation de l'enfant.* (The beginnings of the child's socialization.) *Bull. Gr. Etud. Psychol., Univ. Paris*, 1952, 6, 314-316; 381-382.—A theoretical exposé of the process of socialization of the child, from birth to the age of 3. The description of each one of the stages of this process shows how the ego, at first undistinguishable from the environment, is not a primary object of consciousness but is acquired progressively through the relations with others and society in general.—(M. Laurendeau).

635. McCandless, Boyd. (State U. Iowa, Iowa City.), & Rosenblum, Sidney. *Psychological theory as a determiner of experimental pattern in child study.* *Rev. educ. Res.*, 1952, 22, 496-523.—This survey of 95 researches, published between 1933 and 1952, is limited to learning or behavior theory, field and Gestalt theory, and psychoanalytical theory. The investigations which are reviewed are classified under the topics: transposition studies, mediated generalization studies, general learning study trends, the Sears-Iowa Doll-Play Studies, researches on many aspects of Lewin's Field Theory, level of aspiration studies, and psychoanalytic verification studies.—(W. W. Brickman).

636. McCarthy, Dorothea. (Fordham U., N. Y.) *Organismic interpretations of infant vocalizations.* *Child Developm.*, 1952, 23, 273-280.—Development of vowel vocalizations proceeds cephalo-caudally, analogously to gross motor development; while consonant development, similar to finer movements, proceeds proximo-distally, from the back to the front of the oral cavity. The latter, appearing after vowels, seems to be more significant for later language development and seems to be related to cortical control. Further study may integrate the prelinguistic vocalizations with other knowledge of child development. 34-item bibliography.—(L. S. Baker).

637. McGuire, Carson. (U. Texas, Austin.) *Family and age-mates in personality formation.* *Marriage Fam. Living*, 1953, 15, 17-23.—"Children and youth seem to acquire from one another..." the experiences they need to modify their personalities and supplement "the approval or disapproval by older persons.... A simple context theory is offered and defended in the present paper.... Human personality is shaped and... social behavior is learned in five contexts... the family, the age-mate society, the school and other community institutions—and two unique elements, the biological organisms and the self of the individual."—(M. M. Gillet).

638. Malrieu, Ph. *Les origines de la mémoire chez l'enfant.* (Origins of memory in the infant.) *J. Psychol. norm. path.*, 1953, 46, 49-61.—Memory is not merely an intuition of the past, as believed by Bergson and Janet. It is the faculty of edification and clarification of the past for the purpose of consolidating and affirming the person's individuality in the face of others. It arises when the individual feels the need to develop for himself a continuity with the past which gives depth and joy to the personality.—(G. Elias).

639. Martin, William E., & Stendler, Celia Burns. (U. Illinois, Urbana.) *Child development: the process of growing up in society.* New York: Harcourt, Brace, 1953. xxii, 519 p. \$6.50. (text ed. \$4.75.)—In Part I of this text, "The Child," socialization of the child is considered in terms of common characteristics of children "because they are human beings." Children growing up in American society respond to certain common forces, discussed in Part II, "Society and Culture." Part III, "Socialization," explores the Freudian postulates of development and contrasts them with a socio-psychological approach of the authors, having its basis in learning. The final section, "Socializing Agents," analyzes the roles of parents, teachers, peer culture and the total community in the socialization of the child. Extensive bibliography.—(L. S. Baker).

640. Müller-Hegemann, D. (U. Leipzig, Germany.) *Einige grundsätzliche Bemerkungen zur Kinderpsychologie.* (Some basic remarks on the psychology of children.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, **5**, 42-46.—The conceptions of child development based on heredity or on individualistic consideration of drive psychology and of family relationships are unfavorably compared to Soviet theories which emphasize "the social determination of child development and the creative characteristics of the child."—(C. T. Bever).
641. Palumbo, Adelaide Z. *Social casework and the child camper.* *Child*, 1953, **17**, 144-147; 150.—For the well-adjusted child, camping can be an enriching interlude; for the other child, it can prove a direct benefit by his being helped by the camp caseworker, so as to get the most out of camp life. A discussion of the specifics of the role of the caseworker in the camp is given.—(S. M. Amatori).
642. Prugh, Dane G., Staub, Elizabeth M., Sands, Harriet H., Kirschbaum, Ruth M., & Lenihan, Ellenora A. (Children's Med. Center, Boston, Mass.) *A study of the emotional reactions of children and families to hospitalization and illness.* *Amer. J. Orthopsychiat.*, 1953, **23**, 70-106.—A control group (100 children) was hospitalized under traditional practices of ward management. An experimental group (100 children), however, had daily visiting periods for parents, early ambulation where medically feasible, a special play program, psychological preparation for and support during potentially traumatic procedures. All children in the series showed some reaction to hospitalization, this reaction being more severe and persistent in the pre-school children. However, the experimental program appears to have produced a significant lowering of the incidence and severity of reactions at all age levels. 61 references.—(R. E. Perl).
643. Rosenbaum, Sh., & Stein, B. *Matsav hatzuna v'kav hahitpathut shel hayeled hay'hudi b'Israel.* (Nutritional conditions and body development line in Jewish children in Israel.) *Harefuah*, 1952, **43**, 167-168.—Examinations of the body development line according to the grid system of Wetzel were carried out on 390 urban children in Israel since the 2nd half of 1948. Until the middle of 1950 there were no qualitative changes in the line of development. Afterwards there is a continuous decline of the development line, due, in the first instance, to a decrease in the number of slightly underweight children. The second group begins to predominate as from the middle of 1951.—(H. Ormian).
644. Santucci, H., & Commin, R. *Facteurs et processus d'adaptation en maison d'enfants.* (Factors and processes of adaptation in a children's home.) *Enfance*, 1952, **5**, 333-356.—School retardation, behavior disturbances in the family or school environment are the bases on which children of normal mental level are placed in the Medico-Pedagogical Institute of La Meyotte. The child becoming adapted to the life of the institution is considered as cured and ready to leave for re-entry into his initial environment. It is attempted here to ascertain by way of sociometry when the children of the institution are very well adapted to the life of the home.—(F. C. Sumner).
645. Schoeppe, Aileen (New York U.), Haggard, Ernest A., & Havighurst, Robert J. *Some factors affecting sixteen-year-olds' success in five developmental tasks.* *J. abnorm. soc. Psychol.*, 1953, **48**, 42-52.—"This study suggests some variables germane to adolescent socialization in a Midwestern American community. It does this by statistically treating rich interdisciplinary case data on 15 sixteen-year-old boys and 15 sixteen-year-old girls to isolate personality factors and social roles that are significant for the sex groups for the accomplishment of five developmental tasks."—(L. N. Solomon).
646. Sen, Indra. *Education of the youth.* *J. Educ. Psychol., Baroda*, 1952, **10**, 114-122.—The attitudes of other generations fitted into a social order created for that purpose. Youth created a new social order into which older attitudes do not fit. Shri Aurobindo has evolved a philosophy of spiritual life involving mastery over oneself and mastery over nature. The Spirit in human personality is, to him, "whole-being, whole-knowledge and whole-power." Youth has responded to Shri Aurobindo's contribution and this may lead to results that are better directed and more constructive for youth.—(C. Schmehl).
647. Senn, Milton, J. E. (Yale U., New Haven, Conn.) *Problems of infancy and childhood; transactions of the Sixth Conference, March 17 and 18, 1952.* New York: Josiah Macy, Jr. Foundation, 1953. ix, 160 p. \$2.50—The following main topics are discussed: Emotional development in the first year of life by Sibylle Escalona; Observation of individual tendencies in the first year of life by Katherine M. Wolf and Excessive crying in infants—a family disease by Ann Stewart. Dr. Escalona's approach to an understanding of an infant's emotional development is to think in terms of an objective environment—biological, social and physical—which each child experiences in his own specific and particular way. This way is determined by the child's structural characteristics, his own individual experiences and other factors. Dr. Wolf presents two case histories. One is of a girl for whom there seemed to be a lag between her perceptual capacities and her ability actively to participate. Anxiety was her most usual experience. The other is of a boy who was active and who had no difficulty in mastering situations. Both developed as individuals. Dr. Stewart thinks that in dealing with crying it is best to do what will help the mother most but the intrinsic nature of the crying must be ascertained if help is to be permanent.—(C. Schmehl).
648. Smith, William Carlson. (Multnomah Coll., Portland, Ore.) *The stepchild.* Chicago: University of Chicago Press, 1953. x, 314 p. \$6.00—In three parts, the first section is devoted to backgrounds for the study; the second to a consideration of the role of stepparents; and the third to the stepchild and his adjustment. Factors of significance in the adjustment include age, social and economic status, preparation for remarriage of the parents, idealization of the departed parent, family conflicts, and emotional security and the need for affection.—(V. Johnson).
649. Spitz, René A. *Psychoanalytische Begriffsbildung und physiologisches Denkmodell.* (Psychoanalytic concept formation and physiological thought model.) *Schweiz. Z. Psychol. Anwend.*, 1953, **12**, 24-39.—On the basis of periodic observations of infants a parallel is shown to exist between Freud's concept of defense mechanisms and Hans Selye's

"General Adaptation Syndrome." One group of infants was in a nursing home where mothers took care of them, while the other group was in a foundlings home where each attendant was in charge of ten children. The second group suffered from a lack of affective discharge and was subject to various diseases. Their development quotient declined and when the emotional deprivation was continued for a long time the ill effects became irreversible.—K. F. Muenzinger).

650. **Teicher, Joseph D.** (Children's Hosp., Los Angeles, Calif.) **Your child and his problems; a basic guide for parents.** Boston: Little, Brown, 1953. viii, 302 p. \$3.75.—"Handbook" stressing emotional factors in development in keeping with the author's psychiatric and analytic training and school experience. Some of the 19 chapters: Eating and feeding; Sex and the child; Jealousy; Fears; Family stresses and strains; Troubled children and physical symptoms; Speech, handedness and reading problems; and The use of psychological tests. (L. J. Stone).

651. **Thomson, Mary M., & Simpson, Jean Marshall.** **Talk it out with your child; better child guidance through family conversations.** New York: McGraw-Hill, 1953. x, 277 p. \$3.50.—The book gives a psychological picture of the child at each level of development. It discusses the child's physical and mental development, the basic topics which are likely to be uppermost in his thoughts at each age, and how he is liable to express and present his ideas verbally. Particular fears and fantasies the child might have are also discussed. Sample family talks are presented in dialogue form. 46 references.—(M. J. Wayner, Jr.).

652. **Welch, Louise Thompson.** (Dalhousie U., Halifax, N. S.) **Recent studies in adolescence.** *Bull. Marit. psychol. Ass.*, 1953 (April), 34-38.—Recent published materials on adolescence are discussed, and grouped into three general categories: (1) A survey of adolescent years; (2) Material written for adults; and (3) Material presenting adolescent problems, values and purposes. Methods by which adolescence has been studied are described.—(W. F. Grether).

653. **Wolf, Katherine M.** (Yale U., New Haven, Conn.) **The controversial problem of discipline.** New York: Child Study Association of America, 1953. 35 p. 30¢.—This pamphlet discusses discipline from the standpoint of parents and educators, discipline from the standpoint of the child; and discipline and culture. It then gives a re-definition of 3 basic concepts pertaining to discipline.—(S. M. Amatora).

654. **Wolfenstein, Martha.** (Jewish Board of Guardians, New York.) **Trends in infant care.** *Amer. J. Orthopsychiat.*, 1953, 23, 120-130.—An analysis of the content of the Children's Bureau pamphlet "Infant Care," shows that during the many editions appearing from 1914 until 1951 fluctuations in recommended procedures and some definite trends have been evident. In the last decade mothers have been told to behave with great tolerance toward the child's autoerotic impulses, his urge to suck, his soiling and wetting. But "changes in behavior too quickly superimposed on less quickly alterable feelings may fail to obtain the hoped-for results. The problem remains of how to help people to face the realities

of human nature and yet to treat it gently."—(R. E. Perl).

655. **Zeligs, Dorothy F.** **Psychological factors in the teaching of Bible stories.** *Jewish Educ.*, 1951, 22(3), 24-28.—The biblical stories at the beginning of Genesis are not suitable for young children. In the story of Adam and Eve, the forbidden act is an oral one. Since one of the first ways in which an infant expresses his aggression is by biting his mother's breast in moments of frustration and rage, the story of eating the forbidden fruit may awaken these earliest repressed feelings and lead to fear of punishment. The stories of Cain and Abel, Noah and the Ark, and the Tower of Babel can also produce deleterious effects, as is demonstrated by a psychoanalytic interpretation of their motifs.—(J. A. Fishman).

(See also abstracts 90, 541, 567, 740, 782, 850, 1155, 1437, 1508, 1520)

Maturity & Old Age

656. **Albrecht, Ruth.** (Alabama Polytechnic Inst., Auburn.) **Social factors in the health of older people.** *Geriatrics*, 1953, 8, 106-110.—Information about personal health was obtained by interviewing a proportional stratified sample of 100 subjects over 65 in a mid-western community. 21% reported no uncorrected physical problems. Among the others the main complaints centered around vision, hearing, and hip and leg problems that interfered with walking. Men claim better health than women; married men better health than single men. There were clear increases in handicap scores with age beyond 65. "Good health was not a guarantee of high activity, good adjustment, or a youthful personality."—(R. G. Kuhlen).

657. **Berkowitz, Bernard.** (V. A. Center, Bath, N. Y.) **The Wechsler-Bellevue performance of white males past age 50.** *J. Geront.*, 1953, 8, 76-80.—Mean raw scores are reported for a white, male, veteran population ranging in age from 20 to 84 years. The total population was 1233 subjects, 1026 of whom were above the age of 50 years and 207 between the age of 20 and 49 years. There was evidence that the test scores declined more rapidly in the two decades before the age of 60 than in the two following decades.—(J. E. Birren).

658. **Boyle, Charles P.** **Helping employees adjust to retirement. II: A survey of post-retirement practices in industry.** *Personnel*, 1953, 29, 441-452.—A summary report of the post-retirement practices of 76 companies, supplemented with survey findings from other sources. 12 procedures in use by these firms are described in detail and illustrated from company records. Benefits of post-retirement plans accruing both to annuitants and to business are analyzed. While there is little basis for evaluation of retirement conditioning plans, it is believed that most such plans are both well directed and well justified.—(D. G. Livingston).

659. **Calogera, E.** (Genova U., Italy.) **Ricerche caratterologiche sulla personalita senile mediante il test del "grappolo d'uva," modificato Sanguinetti-Sigurta.** (Characterological research on senile personality with the Sanguinetti-Sigurta modification of the "grappolo d'uva" test.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 184-185.—The summary of the

results obtained with the Lamparter's test applied to 100 subjects (50 males and 50 females) aged 60 to 86 are given. These results show diminished degree of affective participation, and a certain rigidity in the execution of the test. Characterological observation during the test shows indifference to the test (39%), timidity, hesitation, suspicion and inhibition. Many subjects (60%) showed immediate refusal to submit themselves to the test, but after encouragement became good subjects.—(A. Manoil).

660. Donahue, Wilma. (U. Michigan, Ann Arbor.) *Trends in gerontology. Personnel Guid. J.*, 1953, 31, 305-308.—There is a critical shortage of guidance personnel trained for work with older people. The demand for this service is increasing, however, and the shortage will become even more acute in the future. Additional training facilities are recommended.—(G. S. Speer).

661. Gumpert, Martin. *Old age and productive ions. Bull. Menninger Clin.*, 1953, 17, 103-109.—Physical and mental loss connected with the process of aging can take the character of productive gain for the individual as a whole. "The human value of an individual may rise with his material decline." The aged person has more to contribute to human dignity and human wisdom than our society has recognized. The thesis is supported by observations on a number of individuals who, at an average age of 80 years, have maintained creative and productive activities in their various fields.—(W. A. Varvel).

662. Havighurst, Robert J., & Shanas, Ethel. (U. Chicago, Ill.) *Retirement and the professional worker. J. Geront.*, 1953, 8, 81-85.—Attitudes toward work have shown many variations in previous centuries. Different cultures have regarded work as to-be-avoided burden, as punishment for sin, as a way of serving God, and as a means to happiness. It is necessary to know to what meanings the individual attaches to work in order to understand the nature of his reaction to retirement. "In general, where the individual is offered a choice, he prefers to slow down or to take a lower level job in another work situation rather than to retire from work completely."—(J. E. Birren).

663. Kaplan, Oscar J. (San Diego State Coll., Calif.) *Mailed responses to a popular magazine article on geriatrics. Geriatrics*, 1953, 8, 161-164.—"The large unsolicited response to a health article in a national magazine, as reported in this study, calls attention to the vast readership which similar articles probably enjoy.... It is clear... that our popular magazines represent an important medium for communicating with older people and influencing their health behavior."—(R. G. Kuhlen).

664. Ladimer, Irving. (National Institutes of Health, Bethesda, Md.) *Report of the fifth annual scientific meeting of the Gerontological Society, Inc. J. Geront.*, 1953, 8, 94-103.—This report summarizes the papers presented at the 1952 meetings of the Gerontological Society. The information is organized under seven major categories: population trends and concepts of aging, biology and medicine, psychology, health services, economics and employment, welfare and education, and research—status and prospects.—(J. E. Birren).

665. Obrist, Walter D. (Mooschaven Res. Lab., Orange Park, Fla.) *Simple auditory reaction time*

in aged adults. J. Psychol., 1953, 35, 259-266.

—Measurements of simple auditory reaction time were obtained on 141 male S's at three age levels: 18-39, 65-75, and 76-86. Not only did reaction time increase after age 70, but variability also became greater, suggesting a differential rate of decline in the ability amongst old people.—(R. W. Husband).

666. Payne, Stanley L. *The Cleveland survey of retired men. Personnel Psychol.*, 1953, 6, 81-110.

—"Personal interviews with 483 annuitants from one to five years after they retired from six Cleveland industrial companies cast doubt upon some widely held notions about retirement. The findings indicate, for example, that retirement is not usually a difficult adjustment; that advance planning, hobbies, and keeping busy are not essential to everyone's happiness; that the stringencies of living on fixed incomes during a period of rising prices may be over-rated; and that California and Florida are by no means universal Meccas for pensioners. The results suggest also that it may be possible before a man retires to predict with some success his likelihood of satisfactory adjustment. The predictors might include such facts as his home ownership and the reasons for his retiring and such attitudes as those he and his family have toward his retirement."—(A. S. Thompson).

667. Shock, Nathan W. *Aging and psychological adjustment. Rev. educ. Res.*, 1952, 22, 439-458.

—The review of 99 publications, issued between 1924 and 1952, is classified under the following headings: age changes in needs and goals and interests, age changes in masculinity and femininity of interests, age changes in reading interests and attitudes, age changes in estimates of happiness and sources of anxiety, adjustment inventories, age changes in perception and in strength and motor skills, age changes in the incidence of disease, age changes in intelligence and in learning and memory, and the role of the social and cultural environment.—(W. W. Brickman).

668. Silverman, Maurice. (Blackburn Hosp., Preston, Eng.) *Psychological and social aspects of psychiatric disorders in the aged. J. ment. Sci.*, 1953, 99, 257-264.—Four groups of subjects including controls living at home, patients in a mental hospital, patients in a geriatric hospital, and residents of a home are compared for interest patterns. Prolonged inactivity following retirement from work and absence of marked positive interests are conducive to both mental and physical ill-health. Women become liable to symptoms at a higher age because they are much less likely to be compulsorily retired from their regular work.—(W. L. Wilkins).

669. Stinson, Malcolm B. (U. Minnesota, Minneapolis.) *Medical care and rehabilitation for the aged. Geriatrics*, 1953, 8, 226-229.—"Good medical care for aged persons is costly but this cost can be reduced if we extend our efforts to keep them active, keep them out of debt and out of nursing homes, and give them some goals to work toward."—(R. G. Kuhlen).

(See also abstracts 1089, 1326, 1429)

SOCIAL PSYCHOLOGY

670. Anikeeff, Alexis M. *Reciprocal empathy: mutual understanding among conflict groups. Purdue*

Univ. Stud. higher Educ., 1951, No. 77, 1-48.—Empathy, when operationally defined, is taken to be the crux of the problem of understanding among social groups. Marginal empathy is a state of partial or border-line understanding. Reciprocal empathy is the state of optimal mutual understanding when each group is able to put itself accurately in the place of the other with regard to a particular social issue. An analysis of data from the 22nd Purdue Opinion Panel, which polled pupils in some 100 high schools on 20 questions involving social controversy, is made in terms of five categories: sex, religion, race, socio-economic level, and rural-urban residence. 40-item bibliography.—(A. E. Kuenzli).

671. Bass, Bernard M., Klubeck, Stanley, & Wurster, Cecil R. (Louisiana State U., Baton Rouge.) **Factors influencing reliability and validity of leaderless group discussion assessment.** *J. appl. Psychol.*, 1953, 37, 26-30.—Using the data from 4 previous studies of leaderless group discussion techniques, the authors computed indices representing measures of the discussions. These variables were intercorrelated. Findings indicated ways in which LGD's might be made more valid in assessing leadership potential, especially in terms of the relationship of validity to observer's ratings of different types of discussion groups.—(H. W. Daniels).

672. Bennett, Edward M. (Tufts U., Medford 55, Mass.) **A socio-cultural interpretation of maladjustive behavior.** *J. soc. Psychol.*, 1953, 37, 19-26.—"Western civilization emphasizes... status-through-success-through-personal-competence." The individual "selects and distorts his perception and recall so as to retain elements that enhance the feeling of self-competence while rejecting elements that threaten it. Similarly, punishment is rejected or distorted by selective perception and recall. This rejection or distortion makes it difficult to inhibit maladjustive behavior patterns. Implications of this interpretation indicate that psychotherapy might... give the individual insight into the realistic belief that success is the result of specific environmental conditions as well as individual competence. This new attitude would make the need for feelings of self-competence less intense, selective perception and recall would become less selective, and the realistic perception of punishment would lead to the continued inhibition of maladjustive behavior."—(J. C. Franklin).

673. Bieri, James. (Ohio State U., Columbus.) **Changes in interpersonal perceptions following social interaction.** *J. abnorm. soc. Psychol.*, 1953, 48, 61-66.—"The following hypothesis was investigated: In a constructive interaction situation, one's perception of another will change in the direction of increased similarity to oneself."—(L. N. Solomon).

674. Bogardus, Emory S. (U. Southern California, Los Angeles.) **Sociology and social philosophy.** *Sociol. soc. Res.*, 1953, 37, 260-264.—Sociology is a body of changing and developing knowledge about human interaction based on continual experimentation, analysis of the results of experimental research, logical generalizations, and critical integration of findings with widely accepted knowledge in this field. The author treats of the nature of social philosophy, sociology as a social science, the research methods which give sociology its major

claim as a science, and the current relationships between social philosophy and sociology.—(S. M. Amatora).

675. Bruner, Jerome S., & Rodrigues, John S. (Harvard U., Cambridge, Mass.) **Some determinants of apparent size.** *J. abnorm. soc. Psychol.*, 1953, 48, 17-24.—"In the main, we have been only partially successful in isolating conditions which affect the apparent size of differently valued objects. The resolution of the differences between Bruner and Goodman and Carter and Schooler is far from complete." In the experiment reported it was found that the value of objects does not unequivocally affect the judged absolute size of the object.—(L. N. Solomon).

676. Cook, Lloyd Allen. (Ed.) **Toward better human relations.** Detroit, Mich.: Wayne University Press, 1952. 121 p. \$2.50.—Louis Wirth in "Freedom, power and values in our present crisis" outlines in a broad ranging manner the variety of problems involved in establishing a secure peace. In his talk Eduard C. Lindeman, who entitles it "Functional democracy in human relations" reviews some definitions of democracy and points out what must be done in order to develop people who can function in democratic ways. Gordon W. Allport in speaking on "Resolving intergroups tensions, an appraisal of methods" surveys human relations from the point of view of difficulties of research design. He outlines a variety of ways that attempts to change attitudes have followed and concludes that the use of multiple approaches is the only reliable way to proceed. Dorwin Cartwright in "Achieving change in people, the group dynamics approach" outlines 8 general principles that apply to attempts to change people's attitudes and behavior. In the concluding talk, "Intergroup relations—the educator's role" L. A. Cook discusses further aspects of changing conduct by drawing upon a large series of case histories.—(R. A. Littman).

677. Courtney, Douglas; Greer, F. Loyal; Masling, Joseph M., & Orlans, Harold. **Naval, neighborhood, and national leadership.** Philadelphia, Pa.: Institute for Research in Human Relations, 1953. 108 p. (Ser. 1953, Rep. No. 1).—This report (see 28: 687, 698, 704) presents research findings on leadership on the Naval, neighborhood, and national levels. 25 references.—(F. L. Greer).

678. Debreu, Gerard. **A social equilibrium existence theorem.** *Proc. nat. Acad. Sci., Wash.*, 1952, 38, 886-893.—In a wide class of social systems each agent has a range of actions among which he selects one. Once the action of every agent is given, the outcome of the social activity is known. The existence theorem presented here gives general conditions under which there is for such social systems an equilibrium, i.e. a situation where the action of every agent belongs to a given restricting set and no agent has incentive to choose another action.—(M. M. Berkun).

679. Desmonde, William H. **Psycho-analysis and legal origins.** *Int. J. Psycho-Anal.*, 1953, 34, 52-63.—An elucidation of, and attempt to prove, Freud's suggestion that ancient law stemmed from the primal crime, incest. Quotations describing old customs are given to support the contention that the following 3 central legal-religious-political symbols also orig-

inated in the primal crime: the temple, the sceptre, and the crown. 35 references.—(G. Elias).

680. Dracoulides, N.-N. *La généalogie des Atrides et l'aventure d'Oreste*. (The genealogy of the Atrides and the adventure of Orestes.) *Psyché*, Paris, 1953, 8, 32-34.—A synoptic curriculum psychicum in chronological order from the birth to the death of Orestes.—(G. Besnard).

681. Fensterheim, Herbert (New York U.), & Tresselt, M. E. The influence of value systems on the perception of people. *J. abnorm. soc. Psychol.*, 1953, 48, 93-98.—"Two hypotheses were tested. (a) An individual's high values will serve as anchoring points for his judgments of people. (b) A 'halo' effect will be found where the nearer the stimulus was judged as resembling S in terms of values, the more that stimulus will be liked." The first hypothesis was rejected, the second supported by the data. 26 references.—(L. N. Solomon).

682. Ford, Clellan S. (Yale U., New Haven, Conn.) *Praxology*. In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 214-219.—Praxology refers in its original meaning to individual behavior patterns and habits and also to culture patterns and customs which is precisely the subject matter of the new science developing out of the attempts to integrate biology, psychology, anthropology, sociology and history. Their common meeting ground is the study of behavior, whether the focus of attention be on the individual, the category, or the group.—(E. L. Gaier).

683. Furfey, Paul Hanly. *The scope and method of sociology: a metasociological treatise*. New York: Harper & Bros., 1953. xii, 556 p. \$5.00.—This is a study of the methodological "presuppositions of sociology" to which the author gives the name metasociology. Various definitions of sociology are examined and criteria for evaluating them proposed from the point of view of the logic of science. The second part of the book provides a general background in methods of social research and includes practical procedural rules for applying scientific method to concrete research problems.—(J. C. Franklin).

684. Gerth, Hans (U. Wisconsin, Madison), & Mills, C. Wright. *A sociological note on leadership*. In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 124-135.—To understand leadership, attention must be paid to (1) the traits and motives of the leader as a man; (2) the images that selected publics hold of him and their motives for following him; (3) the features of the role he plays as a leader, and how he reacts to each of them; and (4) the institutional context in which he and his roles as well as his followers may be involved. Each of these aspects of leadership must be examined to see their possible range, as well as systematically relate them, in order to see their logically possible connections in various types of leaderships.—(E. L. Gaier).

685. Goodman, Leo A. (U. Chicago, Ill.) *The use and validity of a prediction instrument. I. A reformulation of the use of a prediction instrument*. *Amer. J. Sociol.*, 1953, 58, 503-510.—On the basis of the analysis of experience tables alone, the use of a prediction instrument as a decision-making procedure which replaces the procedure in use is found to be unjustified. The experience tables are determined in part by the actual decision-making pro-

cedure in use. Hence any analysis of a prediction instrument by experience tables alone must be made relative to the actual decision-making procedure. This calls for reformulating the use of prediction. The proposed reformulation involves treating prediction as a "red flag" in the final stage of the decision-making process. It also introduces explicitly the determination of social costs in the use of prediction. A comment by Ernest W. Burgess is appended.—(D. L. Glick).

686. Goodman, Leo A. (U. Chicago, Ill.) *The use and validity of a prediction instrument. II. The validation of prediction*. *Amer. J. Sociol.*, 1953, 58, 510-512.—The usual methods of validation may not measure the validity of a predictive instrument. Hence the choice of a most valid predictive instrument by the usual validation methods is a doubtful procedure. A procedure is suggested for determining which of several predictive instruments is most valid; the procedure requires that the several predictive instruments be used for the same period of time in the decision process.—(D. L. Glick).

687. Greer, F. Loyal. (Inst. Res. Hum. Rel., Phila., Pa.) *Neighborhood leaders*. In Courtney, D., et al., *Naval, neighborhood, and national leadership*, (see 28: 677), 68-81.—Neighborhood leaders in Philadelphia were identified through nominations obtained in a city-wide poll. 29 leaders were interviewed. Their scores on the Authoritarian-Egalitarian Scale were significantly more egalitarian than non-leaders. The nature of the relationship between neighborhood leaders and people in their communities is presented. Three case histories are included. The methodological and practical problems concerned with the identification and interviewing of neighborhood leaders are discussed.—(F. L. Greer).

688. Grossack, Martin. (Boston U., Mass.) *Cues, expectations, and first impressions*. *J. Psychol.*, 1953, 35, 245-252.—A group experiment was performed on formation of first impressions of each other, with S's unable to see or communicate with each other; cues were restricted to standard stimulus messages provided by the experimenter, but purporting to have been written by other group members. Two hypotheses developed: cues are a determinant of impressions, and expectations are a determinant of impressions.—(R. W. Husband).

689. Hanks, L. M., Jr. *Some suggestions for a theory of culture*. In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695) 166-170.—"A satisfactory theory of culture must furnish a basis for distinguishing between more and less valued parts of culture. Also a satisfactory theory must incorporate change into its system... Once found, structures must not be regarded as rigid. In studying them, we must look for the sociological equivalents of mechanical strain and stress. Social structures too contain degrees of elasticity and the direction of these elasticities are singularly important for predicting change."—(E. L. Gaier).

690. Harding, John. *A street corner gang and its implications for sociological and psychological theory*. In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 107-115.—Using certain principles that are generally known in psychology, sociology, and anthropology as a groundwork, nine predictive statements concerning the

inter-group conflict which was investigated as a result of a riot in an eastern city are developed.—(E. L. Gaier).

691. **Hartman, Robert S.** *Group membership and class membership.* *Phil. phenomenol. Res.*, 1953, 13, 353-370.—The author examines current arguments concerning the nature of membership in subversive organizations. A confusion between the concepts of group membership and class membership, which has its roots in the simplification of the class-concept in extensional logic, lies at the bottom of much present disagreement. The inadequacy of our moral thinking is based upon the inadequacy of our logic. An expansion of the class-concept is proposed which will open "the way to a logical analysis of value."—(P. E. Lichtenstein).

692. **Heinicke, Christoph, & Bales, Robert F.** *Developmental trends in the structure of small groups.* *Sociometry*, 1953, 16, 7-38.—Ten small groups of undergraduate students were observed and rated with regard to high and low status consensus. Groups initially high showed first decrease and then gradual increase. Groups with high and low initial consensus showed a much less regular trend. Groups with high as well as low initial status-consensus go through a period of overt social emotional conflict, but in the high groups this conflict is more sharply focussed in time and in terms of the status of the people involved. The high groups are in general more satisfied both with their group and with the groups' solutions of the problems than the low groups.—(J. H. Bunzel).

693. **Herrold, Kenneth F., Davitz, Joel; Fox, David, & Lorge, Irving.** (Teachers Coll., Columbia U., New York.) *Difficulties encountered in group decision making.* *Personnel Guid. J.*, 1953, 31, 516-523.—In order to evaluate and describe some of the difficulties encountered by individuals in group decision making, 100 graduate students were observed in group decisions before and after training. The results are described in detail, but it is emphasized that there was little direct relationship between group operational efficiency scores and the rank of the quality of the decisions. It is also felt that the feelings of the members of the group appear to be at least as reliable as the perceptions of observers.—(G. S. Speer).

694. **Horowitz, Milton W., & Perlmutter, Howard V.** (Queens Coll., Flushing, N. Y.) *The concept of the social group.* *J. soc. Psychol.*, 1953, 37, 69-95.—Objections to the concept of the group as a scientifically legitimate level and unit of behavioral study (as compared with the individual) are countered with logical and psychological arguments. The position taken is that the same assumptions are basic to and implicit in both individual and group study but that in the case of the latter "the main task still remains to fit the variables into a consistent theoretical framework that will yield understanding and predictability." 23 references.—(J. C. Franklin).

695. **Hulett, J. E., Jr., & Stagner, Ross.** (Eds.) (U. Illinois, Urbana.) *Problems in social psychology: an interdisciplinary inquiry.* Urbana, Ill.: University of Illinois, 1952. viii, 271 p.—This report of the Allerton Conference on Social Psychology held at Robert Allerton Park, Monticello, Illinois in December, 1950, contains 21 papers in addition to addresses, prefaces, reports, and panel discussions.

The papers are separately abstracted in this issue.—(E. L. Gaier).

696. **Lasswell, Harold D.** (Yale U., New Haven, Conn.) *Appraising the effects of technology.* *Int. soc. Sci. Bull.*, 1952, 4, 328-339.—Institutions to insure human values in a period of technical change are discussed. Psychoanalysis is one of these institutions. Freedom of choice and human dignity must be preserved by methods commensurate to them. Technical change cannot be permitted at the sacrifice of human values.—(H. A. Grace).

697. **Lugassy, F.** *Le jugement moral.* (Moral judgment.) *Bull. Gr. Etud. Psychol., Univ. Paris*, 1952, 6, 683-686.—A distinction is to be made between moral realism, duty conscience, and moral conscience. The author shows how an individual reaches the autonomous level of a free moral judgment through these various stages. At first moral law is like physical law and the child must adapt itself to both of these realities. This moral realism is, however, through the notion of intention, the starting point of moral value. The next stage is that of the conscience of duty. It is not yet moral judgment for there is no possible ambivalent choice: one must obey or disobey. The laws are still too realistic and rigid for this choice to be completely free. Moral conscience is really part of the ego. Moral evolution does progress when it passes from the level of the super-ego to that of the ego. At this really human level only, is it possible to talk of moral judgment.—(D. Bélanger).

698. **Masling, Joseph M.** (Inst. Res. Hum. Rel., Phila., Pa.) *The Bainbridge study.* In Courtney, D., et al., *Naval, neighborhood, and national leadership*, (see 28: 677), 5-67.—The Authority Acceptance Scale (AAS), a 75 item agree-disagree test, and a 7 item sociometric test were administered to 2139 recruits at the United States Naval Training Station, Bainbridge, Maryland. Hypotheses were formulated relating homogeneity of recruit company scores on the AAS to various criteria of company efficiency. None of these hypotheses was confirmed. A high negative relationship was found between authoritarianism, as measured by the AAS, and a measure of intelligence. A positive relationship was obtained between authoritarianism, as measured by the AAS, of Chief Petty Officers and the number of demerits they gave to recruits. A negative relationship was found for recruits between scores on the AAS and popularity as measured by the sociometric test. A brief critique of the theory of authoritarianism is presented.—(J. M. Masling).

699. **Mead, Margaret.** (American Museum of Natural History, New York.) *Spiritual issues in the problem of birth control.* *Pastoral Psychol.*, 1953, 4(34), 39-44.—The problem of birth control may well be called "the great religious issue of the modern world." On the side of human dignity it is noted that to reach full spiritual maturity parents must be free to choose between one course of action and another, and on the side of economic dignity control of population for the underfed of the world is an answer to poverty, hunger and disease. The dignity of the child is also to be considered when he asks "Did you want me to be born"? A child is entitled to be told that he is wanted in his own home by parents who welcomed him into the family circle. This is possible with either Catholic or Protestant

parents who honestly want the children they have whatever they may decide about use of contraceptives.—(P. E. Johnson).

700. Meerloo, Joost A. M. (Columbia U., New York.) **Danger, panic and first aid.** *Milit. Rev., Ft. Leavenworth*, 1953, 33(2), 40-45.—In the presence of an acute catastrophe such as might occur during a war period, fear and even panic may be anticipated. The large varieties of fear reactions that may occur during a war are pointed out and the early evidences of such a reaction as a basis for establishing a first aid plan against such psychological trauma emphasized. Regression, camouflage and disguise, explosive panics, and psychosomatic reactions are described as early symptoms. A well organized panic prevention program can do much to check such reaction, hence mental and physical first aid should be combined to provide maximum protection against the effects of these traumatic experiences.—(M. A. Seidenfeld).

701. Michener, Charles D. (U. Kansas, Lawrence.) **Problems in the development of social behavior and communication among insects.** *Trans. Kans. Acad. Sci.*, 1953, 56, 1-15.—The social organisms are those "which occur in groups or colonies, in which one or both parents survive to cooperate with their young when the latter are mature, and in which division of labor occurs." Advantages of and prerequisites for the development of subsocial and social behavior are summarized. Special consideration is given to communication having to do with directing others to a food supply, as in the ants and honeybees. 25 references.—(W. A. Varvel).

702. Mizuhara, Taisuke. (Ochanomizu Women's U., Tokyo, Japan.) **Kyōdō to kyōsō ni kansuru jikkenteki kenkyū. II.** (Experimental studies of cooperation and competition. II.) *Jap. J. Psychol.*, 1952, 23, 170-172.—140 college women, composing 14 groups, were administered an opinion scale before and after a group discussion on the topic of the scale. Before the discussion, members of 7 groups were told to cooperate in their discussion as their group would be compared with other groups, while members of the other 7 groups were told that each member would be compared with other members of her group. The amount of agreement in opinions after the discussion in the cooperative groups was significantly larger than that in the competitive groups, although it was about the same before the discussion. Members of the former changed their opinions more toward the group decision than the latter did. In Japanese with English summary.—(A. M. Niyekawa).

703. Opler, Morris E. (Cornell U., Ithaca, N. Y.) **A current phase of separatism in social science.** In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 205-213.—The technological base will be found to be at best a limiting and not a determining factor for other aspects of culture. Given a specific technological base, certain activities and creations are not likely to appear, but there will always be considerable latitude and abundant alternatives consistent with the sources of energy utilized and the technological foundation.—(E. L. Gaier).

704. Orlans, Harold. (Inst. Res. Hum. Rel., Phila., Pa.) **Leadership attitudes and ideology as reflected in national polls.** In Courtney, D., et al., *Naval, neighborhood, and national leadership*, (see

28: 677), 82-104.—This interim report discusses the value and limitations of existing poll data for understanding American attitudes toward national leaders; and, examining polls concerned with the choice of "most admired" men, concludes that the choice of a leader expresses the interests and ideology of a social group, circumscribed by prevailing structures of political and social power.—(H. Orlans).

705. Penniman, T. K. **A hundred years of anthropology.** (2nd ed.) London: Gerald Duckworth, 1952. 512 p. \$5.00.—Up to p. 344 the book is a reprint of the 1935 edition (see 10: 2135). The new sections on Prehistory and Technology in the Old World, and on General Ethnology and Social Anthropology were contributed by Penniman. The Americanist studies were reviewed by Beatrice Blackwood while J. S. Weiner wrote a survey of developments in physical anthropology. To Penniman, anthropology is the master-science of man which embraces biological studies, shading into the studies of man's behavior which, in turn, merge with the examination of culture. 43-page bibliography.—(J. Brožek).

706. Porterfield, Austin L., & Gibbs, Jack. (Texas Christian U., Fort Worth.) **Law and the mores.** *Sociol. Soc. Res.*, 1953, 37, 223-229.—The problem of law and the mores revolves around 4 problems: Those relating to interpersonal relations, those arising when powerful groups within a community deviate from the norms of the larger society, the rigid nature of the local mores, which makes it difficult to bring behavior or courts and police into line with the larger society, and those involved in bringing local leadership to a sensitivity for the need of improving prevailing practices.—(S. M. Amatora).

707. Romero, Francisco. **Sobre los rasgos distintivos de la sociedad humana.** (On the distinctive traits of human society.) *Rev. mex. Sociol.*, 1952, 14, 453-457.—Human society is something essentially human. What in principle defines man is his intentional function, his perception of reality in terms of a complex of living beings and objects. One factor which explains man's unique position is his remarkable combination of individuality and sociability. Animals do not possess an intimate focus equivalent to the self. By virtue of man's fundamental psycho-spiritual structure, human society duplicates itself in the intimacy of each of its members, thus gaining new life in terms of conscience. In that way the social acquires a value in terms of man's conscience. Besides, animals do not have objective experience, while that attribute is the predominant one in man.—(E. Sánchez-Hidalgo).

708. Sargent, S. Stansfeld. **The problem posed: interdisciplinary contributions and cooperation in the development of social psychology.** In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 7-15.—"Social psychology is of necessity interdisciplinary in character.... The character of a broad, systematic interpretation of human social behavior is a kind of field theory in which the nature and structure of the social situation and the personality trends of the participants and the interactional processes are all important."—(E. L. Gaier).

709. Schreier, Josefina, & Drinker, Sophie. **Moderne Psychologie und Männerreligion.** (Modern psychology and the religion of males.) *Psychologe*,

1953, 5, 128-135.—From days of mythological times to Freud the male projected his guilt upon the female making her a despised object and ascribing to her injurious powers. Women must emancipate themselves from this projection in order to gain freedom.—(T. C. Kahn).

710. Stagner, Ross. (U. Illinois, Urbana.) **Should social psychology be interdisciplinary?** In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 261-271.—Social psychologists, to be competent, need adequate backgrounds in the three basic fields of sociology, psychology, and cultural anthropology. "The methods, theories, and concepts of the parent disciplines have extensive implications for any research or theorizing the social psychologist may attempt.... We must be able to reason with confidence from the emotional problems and perceptions of the individual to the policies and procedures of the group. Conversely, we need more data and generalizations regarding the impact of the group on the individual."—(E. L. Gaier).

711. Stephan, Frederick F., & Mishler, Elliot G. (Princeton U., N. J.) **The distribution of participation in small groups: an exponential approximation.** *Amer. sociol. Rev.*, 1952, 17, 598-608.—An exponential model describes adequately the distribution of the frequency with which members of 81 small groups participate in discussions. The model takes into account differences in the distributions arising from the factor of group size. Three conditions are proposed under which the model will hold: a range of "verbal participation potential" among members, no systematic regulation of participation, and a lack of well-differentiated roles among members. Successful application of the model to data from situations where the conditions appear to vary allow the authors to amplify their analysis of the requisite conditions.—(W. W. Charters, Jr.).

712. Stouffer, S. A. (Harvard U., Cambridge, Mass.) **Conflicting roles and leadership.** In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 136-139.—The concept of role conflict is developed and shown that in a great array of social situations, the individual may perceive himself in one or another role—often, as a member of one or another group. In such circumstances, his behavior may be determined by such variables as the strength of group identification, and the rewards or punishments available to the group.—(E. L. Gaier).

713. Swanson, G. E. (U. Michigan, Ann Arbor.) **The approach to a general theory of action by Parsons and Shils.** *Amer. sociol. Rev.*, 1953, 18, 125-134.—The three sets of primitive concepts proposed by Parsons and Shils are varieties of a single set—the orientation of actors to situations—and the particular analytic categories into which this set is broken are identical to those of the faculty psychologies of past centuries. The author suggests that the use of Parsons and Shils' categories will meet the same difficulties as those "usually mentioned in post mortems on faculty psychology." Additionally, they do not lend themselves to use in dynamic theories as opposed to static descriptions.—(W. W. Charters, Jr.).

714. Thorstad, Einar. **The social consequences of technical change from the psychological stand-**

point. *Int. soc. Sci. Bull.*, 1952, 4, 300-309.—We are faced with technology, including its ills. The question is why so many writers stress only the ills. Psychologists should help us answer the most practical question: How can technological changes be positive in their effects on social relations? The methods and theories of human relations will find this problem their greatest challenge.—(H. A. Grace).

715. Uribe Villegas, Oscar. **Introducción a la sociopatología.** (Introduction to social pathology.) *Rev. mex. Sociol.*, 1952, 14, 377-391.—Man is at the same time inside and outside of society. Sudden changes in society block the adjustments between the individual and society. Such maladjustments explain the profound crisis of our time. They can be met only through an integrated, scientific study called social pathology. A distinction is drawn between social pathology as a science and social therapy as an art. Specific mention is made of Moreno's sociometry.—(E. Sánchez-Hidalgo).

716. [Various.] **Documents relating to Latin America.** *Int. soc. Sci. Bull.*, 1952, 4, 427-573.—Scholars from various Latin American nations discuss the academic and applied roles of the social sciences in their region. The organization of the social sciences in Latin America is also presented. Extensive bibliographies of social science publications pertaining to the area are given. Finally, the United Nations' role in Latin American social science development is elaborated. The annotated bibliography is brief but indicative of the nature of each publication.—(H. A. Grace).

717. Wurster, Cecil R., & Bass, Bernard M. (Louisiana State U., Baton Rouge.) **Situational tests: IV. Validity of leaderless group discussions among strangers.** *Educ. psychol. Measmt.*, 1953, 13, 122-132.—Pledges from 8 college social fraternities met as strangers to participate in leaderless group discussions. "Two trained observers estimated the leadership status attained by each participant during the discussions. These estimates were correlated with 'buddy ratings' of pledge class and fraternity leadership obtained approximately five months after the discussions in order to obtain a validity coefficient for the leaderless group discussion as a predictor of future leadership status. A weighted average correlation of .47 (corrected for attenuation due to the unreliability of the criterion) was obtained between discussion scores and criterion ratings." 22 references.—(W. Coleman).

718. Zurekzogu, St. **Gedanken über den Tod.** (Contemplations on death.) *Psychologe*, 1953, 5, 54-58.—Two opposite views of death are: (1) Organic continuation with spiritual extinction. This would justify a selfish existence. (2) The indestructibility of the spirit as proposed by religion. This view encourages self sacrifice and human fellowship. Since World War II a fear of death is throwing mankind off balance. This fear is the outgrowth of world-wide insecurity. Although we may not be aware of this insecurity it manifests itself in current art, music and literature. Those who can not accept the religious view of immortality must substitute practical ethics and love of fellowman in order to counteract the death panic.—(T. C. Kahn).

(See also abstracts 212, 229, 461, 511, 616, 898, 1148)

Methods & Measurements

719. Case, Herman M. (State Coll. Washington, Pullman.) **Guttman scaling applied to Centers' Conservatism-Radicalism Battery.** *Amer. J. Sociol.*, 1953, 58, 556-563.—In testing his Interest-Group theory, Centers develops six questions designed to measure conservatism-radicalism. The present study, using independent data, contrasts Centers' item-analysis-scale approach with the Guttman scaling technique. This serves as a rigorous test of unidimensionality of the C-R Battery. The Guttman scale analysis shows that the battery contains more than one attitude, from which one infers that Centers' test would be improved by modifying the battery. A more definitive conclusion awaits Centers' rescaling of his own data by the Guttman technique.—(D. L. Glick).

720. Castle, Peter F. C. **A note on the scale-product technique of attitude scale construction.** *Occup. Psychol. Lond.*, 1953, 27, 104-108.—The scale-product technique developed by Eysenck and Crown was applied to a scale intended to measure the attitudes of foremen toward their human relations problems. The U-shaped curve reported by Eysenck and Crown was not found, and it is concluded that to some undefined extent the U-shaped relationship may be an artifact of measurement.—(G. S. Speer).

721. Cattell, Raymond B. **The investigation of cultural dynamics: concepts and methods.** In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 171-191.—"Any group can be described in all its aspects in terms of three panels of data. (1) The population characteristics, i.e., the means of various measures on the individual personalities. (2) The structural characteristics, i.e., the differentiation of role positions, of status hierarchies, of cliques and subgroups, of institutions and of lines of communication. (3) The syntality characteristics which are the consistent behavioral characteristics of the group acting as a group." The culture pattern shows itself in all three of these panels and appears as a system of common habits in the individual personalities; a set of structural relations among institutions; and a set of characteristic reaction patterns of the group as a whole in relation to other groups. 33 references.—(E. L. Gaier).

722. Cattell, Raymond B. (U. Illinois, Urbana.) **On the theory of group learning.** *J. soc. Psychol.*, 1953, 37, 27-52.—The operations of conditioning learning apparently do not apply to group learning, in which dynamic learning is represented divisible into means learning and ends learning. Synergic expansion learning is that form of ends learning, i.e., of change in choice of goals, in which the total synergy, i.e., sum total of members' interests in the group, is increased. The factorization of variables which defines syntality will include, if dynamic variables are measured too, dynamic dimensions of syntality. This aspect of syntality is effective synergy. 21 references.—(J. C. Franklin).

723. Elias, Gabriel. **The concept and an objective measure of homelessness.** *Purdue Univ. Stud. higher Educ.*, 1951, No. 77, 49-74.—This paper is concerned mainly with intrafamily "homelessness," a concept which may be applied more broadly to the strength of psychological ties between a person and

any institution to which he belongs. The concept is conceived as a continuum ranging from "homey" feelings, or approach tendencies, on the positive end to "homeless" feelings, or avoidance tendencies, on the negative end. A validated test making use of 114 relatively unstructured items is presented which is designed to measure the quality of "H-ness" represented by the continuum, 33-item bibliography.—(A. E. Kuenzli).

724. Ervin, Susan, & Bower, Robert T. **Translation problems in international surveys.** *Publ. Opin. Quart.*, 1952-53, 16, 595-604.—This attempt to present systematically some of the language problems involved in conducting surveys in non-English languages considers primarily problems of translatability and meaning, including the existence of objective referents, homonyms, affective and figurative meanings, untranslatable concepts, and grammatical and stylistic significance. In addition the authors treat problems of dialects and differences between spoken and written language. A discussion of the limitations and handicaps of bilingual persons points to serious difficulties. Some suggestions for procedures to secure meaning equivalence for translations of questions in English are discussed in detail.—(H. W. Riecken).

725. Frumkin, Robert M. (Ohio State U. Columbus.) **The Kirkpatrick Scale of Family Interests as an instrument for the indirect assessment of marital adjustment.** *Marriage Fam. Living*, 1953, 15, 35-37.—A comparison between "an instrument using the indirect approach with one using the direct approach to the measurement of marital adjustment... suggest [s] that marital adjustment may be assessed by indirect as well as [by] current direct methods." Suggestions for further research.—(M. M. Gillet).

726. Grossack, Martin. (Boston U., Mass.) **Controlling interaction in small group research.** *J. Psychol.*, 1953, 35, 241-244.—This brief review article tabulates methods used in research on small group interactions, particularly showing controls in laboratory situations. The author points out that the laboratory has advantage in control possibilities, but real life studies are also needed to tell the whole story.—(R. W. Husband).

727. Harding, John; Citron, Abraham F., & King, Estelle. **An experimental study of answers to anti-Negro remarks.** *J. soc. Psychol.*, 1953, 37, 3-17.—"A dramatized incident involving anti-Negro remarks was presented to 564 white subjects.... In each presentation the remarks were answered in two different ways, one emphasizing the facts of individual differences and the other the American tradition of fair play and equal treatment for all groups. In half the presentations the answerer was white; in half he was a Negro. All answers were made in a calm, quiet manner." Pre-and-post-test and post-test-only attitude measurements showed that "among groups hearing a white answerer there were no significant changes in attitude" but "groups hearing a Negro answerer seemed to show both positive and negative changes" depending on the version of the incident and preferred "the individual differences answer as compared with the American tradition reply."—(J. C. Franklin).

728. Kaufman, Harold F. (Mississippi State Coll., State College.), Duncan, Otis Dudley; Gross, Neal, & Sewell, William H. **Problems of theory and**

method in the study of social stratification in rural society. *Rur. Sociol.*, 1953, 18, 12-24.—"Major research areas... in the field of social stratification with special reference to rural society... are (a) criteria of stratification and their interrelationships, (b) procedures employed in an operational definition of social strata, (c) the social unit in which a given system of stratification is operative, (d) cultural and group expressions of stratification, (e) vertical social mobility, and (f) stratification and social change. Major methodological problems concern (a)... rationales for... criteria of stratification, (b) perfecting socio-economic scales and prestige ratings... and (c) bridging the gap between the community and mass society approaches. Much more attention is needed on group expressions of class interests and the channels and personality correlates of vertical... mobility."—(S. C. Goldberg).

729. McCue, Betty Foster. (U. Nebraska, Lincoln.) **Constructing an instrument for evaluating attitudes toward intensive competition in team games.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1953, 24, 205-209.—A study concerned with the development of a technique for objective assessment of individual and group attitudes toward intensive competition in team games. A 77-item scale was ultimately developed and is reprinted. This "has here been established" as useful in studying various groups regarding their attitudes in the field indicated.—(M. A. Seidenfeld).

730. Nuckols, Robert C. (Life Insurance Agency Mgmt Ass., Hartford, Conn.) **A note on pre-testing public opinion questions.** *J. appl. Psychol.*, 1953, 37, 119-120.—9 questions from "The Quarter's Polls" were submitted to 48 respondents, who were asked after answering to interpret the meanings of the questions. 17% of these interpretations were judged to be wholly or partially wrong. Flesch scores for the 9 questions ranged from reading grade 5.8 to 17.2. The limitations of the study are noted, and the point made that it is possible that conventional pre-testing of questions is not adequate and may result in distortion of survey results.—(H. W. Daniels).

731. Nuckols, Robert C. (Life Insurance Agency Mgmt Ass., Hartford, Conn.) **A study of respondent forewarning in public opinion polls.** *J. appl. Psychol.*, 1953, 37, 121-125.—To test the hypothesis that forewarning by means of an introductory letter explaining the purpose and content of a community survey will produce more detailed and thought-out answers to the questions as well as a more cooperative attitude on the part of the respondent, two cities were chosen, and in both, letters were sent to part of the random samples. The questionnaire contained 19 questions, and was administered by interview. The author concludes that the letter was generally ineffective in producing more meaningful or a greater number of responses. Interviewer ratings of respondent cooperativeness showed evidence of upholding the hypothesis. The findings are discussed.—(H. W. Daniels).

732. Sherif, Muzafer (U. Oklahoma, Norman.), & Hovland, Carl I. **Judgmental phenomena and scales of attitude measurement: placement of items with individual choice of number of categories.** *J. abnorm. soc. Psychol.*, 1953, 48, 135-141.—"The specific problem to be investigated is the effect of

the individual's position on an issue on (a) the extension or constriction of the scale which he finds suitable for placing the various stimulus items, and (b) the characteristic distribution of items along the scale which he establishes."—(L. N. Solomon).

733. Wechsler, Irving R., & Brown, Paula. (Eds.) (U. California, Los Angeles.) **Evaluating research and development.** Los Angeles, Calif.: Institute of Industrial Relations, Human Relations Research Group, University of California, 1953. 104 p. \$1.65.—The proceedings of a 1-day conference of 30 administrators from government, university, and industry research organizations. 7 small sub-groups, following the same general agenda, discussed the topics of formulating and defining research objectives and evaluation of individual and group research performance. Selected discussion points brought out in these sub-groups and general remarks made to the total group are paraphrased and summarized.—(T. R. Lindbom).

734. Westlie, Frank R. (U. Indiana, Bloomington.) **A technique for the measurement of race attitudes.** *Amer. sociol. Rev.*, 1953, 18, 73-78.—A disguised method of measuring race prejudice on 4 social distance scales—residential, prestige and power, interpersonal-physical, and interpersonal-social scales—is described in this article. Prejudice is inferred from the difference in social distance which the respondent prefers for whites in various occupational categories and for Negroes in the same categories. Responses are required for attitudes toward whites in 8 different occupations, toward Negroes in 8 occupations, toward "the average Negro man," and the "average white man." The instrument includes 432 items. Reliability coefficients (test-retest) range from .80 to .96. Inverse correlations between socioeconomic and occupational status and prejudice were found in a sample of the Indianapolis population.—(W. W. Charters, Jr.).

735. Witryol, Sam L. (U. Connecticut, Storrs.), & Thompson, George G. **An experimental comparison of the stability of social acceptability scores obtained with the partial-rank-order and the paired-comparison scales.** *J. educ. Psychol.*, 1953, 44, 20-30.—A paired-comparison form and a partial-rank-order form of social acceptance questionnaire, were given to 4 sixth grade classes on successive occasions, and repeated after one week and 4 week intervals. Correlation between the 2 scales varied from class to class, with a median of about .70. The paired-comparison questionnaire proved to be a more stable measure, perhaps because of the larger number of responses required. This form is also a more sensitive measure of the status of individuals in the middle range of the acceptability continuum. Partial-rank-order scales may reflect more personal and situational factors, and so vary with dynamic social change in a group structure.—(E. B. Mallory).

Cultures & Cultural Relations

736. Amerman, Helen E. **Race relations research in the field of education.** *Invent. Res. Racial Cultural Relat.*, 1953, 3(2-3), 147-167.—A review of research reports on race relations in education including the description of prevailing conditions, students, educators, and the content of intergroup

relations programs in schools. 64-item bibliography. Discussion p. 162-167.—(C. M. Louttit).

737. **Badawi, N. Y.** (Elementary Teacher's Institute, Port-Said, Egypt.) (Relief and oppression in Egyptians' dreams.) *Egypt. J. Psychol.*, 1953, 8, 339-360.—The common divinatory interpretation of dreams is related to unconscious motives. Dreams of oppression are related to the fears which the Egyptian common man has, while those of relief are related to unfulfilled desires. The divinatory value is explained through conditioning. In Arabic.—(L. H. Melikian).

738. **Barnes, Francis F.** The myth of the seal ancestor. *Psychoanal. Rev.*, 1953, 40, 156-157.—In Western Ireland, Scotland, and Iceland there is a myth that certain families have a seal in their ancestry on the mother's side. Mother is unconsciously identified with the female seal. The young bull seals challenge the father who sits guard over his harem. By contending that one's neighbor is the descendant of a seal it is clear that he and not I killed his father and mated with his mother.—(D. Prager).

739. **Bettelheim, Bruno.** (U. Chicago, Ill.) *Overcoming prejudice.* Chicago: Science Research Associates, 1953. 48 p. 40¢.—The nature of prejudice and its various patterns, social and individual causes, how it hurts the bigot as well as the victim, ways of helping the victim child and ways of reducing prejudice of the prejudiced child are discussed in non-technical language for adults.—(G. K. Morlan).

740. **Bird, Charles; Monachesi, Ello D., & Burdick, Harvey.** (U. Minnesota, Minneapolis.) *Studies of group tensions: III. The effect of parental discouragement of play activities upon the attitudes of white children toward Negroes.* *Child Developm.*, 1952, 23, 295-306.—Comparisons of results on a questionnaire designed to elicit attitudes towards Negroes, administered to 272 white parents with results on the same survey given to their 152 children produced low positive coefficients of resemblance between parents and children. This diversity, the authors suggest, may be that parental differences subject the children to conflicting forces. Effective reinforcement of parental prejudices is not indicated in this sample.—(L. S. Baker).

741. **Bradbury, William C.** Evaluation of research in race relations. *Invent. Res. Racial Cultural Relat.*, 1953, 5(2-3), 99-140.—Research in race relations, and the problems encountered, are discussed and evaluated from the points of view of their theoretical and practical significance. The explicit task of the paper is the "describing and assessing the evaluative phase of the process by which our explicit systematic...knowledge grows." 51 footnote references. Discussion p. 134-140.—(C. M. Louttit).

742. **Burma, John H.** (Grinnell Coll., Iowa.) *Current leadership problems among Japanese Americans.* *Sociol. soc. Res.*, 1953, 37, 157-163.—This is a detailed discussion of the leadership of the Issei and the subsequent Nisei groups. Their strong points are discussed; the gradual disintegration of the former and the change of conditions after Pearl Harbor; and the rise of Nisei. Immediate problems of the Nisei are treated as well as their shortcomings in the lack of long-range planning.—(S. M. Amatora).

743. **Chand, Tara.** The impact of western civilization on Eastern ideology and ways of life. *Int. soc. Sci. Bull.*, 1951, 3, 779-783.—"The East has reacted in three ways—one section has completely rejected the Western values, the second has completely succumbed to them, but the third section has sought for the via media of assimilation and adjustment.... Of the forces which are rapidly and radically affecting Eastern culture, the most important are science and philosophy."—(H. A. Grace).

744. **Congalton, A. A.** (Victoria U. Coll., Wellington, N. Z.) *Social grading of occupations in New Zealand.* *Brit. J. Sociol.*, 1953, 4, 45-59.—Four groups of New Zealand subjects, totalling over 1000, were requested to rank 30 occupations according to their social standing. The study was designed to replicate a study carried out in Great Britain. Generally speaking, the social standings of the various occupations, as judged by New Zealand subjects, corresponded to the standings found in the British study. On the basis of analyses of differences in judgments among subjects of different age, sex, and social class, the author concludes that "the lack of specific agreement between the ratings of the various groups should lead to cautious interpretation of the analysis of the total sample."—(W. W. Charters, Jr.).

745. **Deutsch, Morton.** Problems and progress of research in housing in its bearing upon race relations. *Invent. Res. Racial Cultural Relat.*, 1953, 5(2-3), 65-95.—The situation in respect to discrimination in housing for Negroes and other non-white groups is reviewed, and reasons claimed for discrimination pointed out. There is need for much research in this area. The author indicates the directions which research should take. Discussion p. 88-95.—(C. M. Louttit).

746. **Dodson, Dan W.** (New York U.) *No place for race prejudice.* *Amer. J. Nurs.*, 1953, 53, 164-166.—Intergroup relations in the field of nursing will not reach its goal until all Negro nurses are integrated in organizations, services, and schools. An extensive 11-point program is outlined by the author for the accomplishment of this integration. These include a clearly defined and adequately interpreted policy, the setting up of conditions wherein human relations have a good start, handling opposition with a perspective of time, avoidance of moral compromises for others who may be embarrassed, and the establishment of a permissiveness in working relations so that people can interact naturally.—(S. M. Amatora).

747. **Dodson, Dan W.** Organization and administration of research in race relations. *Invent. Res. Racial Cultural Relat.*, 1953, 5(2-3), 13-26.—A review and discussion which provides "a background of the patterns through which research in intergroup relations is organized and administered in the United States." Discussion p. 18-26.—(C. M. Louttit).

748. **Éliade, Mircea.** Symbolisme indien de l'abolition du temps. (Hindu symbolism of the abolition of time.) *J. Psychol. norm. path.*, 1952, 45, 430-438.—The Hindu Upanishads consider time and eternity as two aspects of the same principle, rather than as opposites. The static and the fluid are considered one in Indian thought (which abolishes pairs of opposites). It achieves this by using images, the structure of which includes both a thought and its

opposites (e.g. a door in a wall through which no one can enter.)—(G. Elias).

749. Elkin, A. P. **Western technology and the Australian aborigines.** *Int. soc. Sci. Bull.*, 1952, 4, 320-328.—Australia has had distinct problems of technological advance in its aboriginal population. The government has a program for this advance based upon social anthropological considerations. The article is primarily a brief history of technological contact.—(H. A. Grace).

750. Friedman, Paul. **Problemen fun psikhohigiene in Yisroel.** (Problems of mental hygiene in Israel.) *Bl. Yiddisher Dertsung*, 1950, 2(1), 76-82.—The major sore-spots in the Israeli mental-health situation are: the heterogeneous mass of recent immigrants with major traumatic experiences in their immediate background; the scarcity of trained personnel, clinics or hospitals for meeting the mental health needs of the population; the factional party-control of children's homes, hospitals, schools; the social pressure upon immigrants to root out their native customs, and languages in favor of rapid and superficial Hebraization; the isolation of children from their parents at the more radical collective settlements. In order to cope with all of these problems a broad program calling for the cooperation of medical, psychological, pedagogical and social scientists is sketched.—(J. A. Fishman).

751. Garrity, Margaret. **Research on race relations problems in the field of employment and economic opportunity.** *Invent. Res. Racial Cultural Relat.*, 1953, 5(2-3), 29-42.—Discrimination against non-white workers is evident in our society. There is need for research on the extent of discriminative practices and on attitudes in order to supply accurate data for action in this field. Discussion p. 36-42.—(C. M. Louttit).

752. Hatt, Paul K. (Northwestern U. Evanston, Ill.) **Backgrounds of human fertility in Puerto Rico; a sociological survey.** Princeton, N. J.: Princeton University Press, 1952. 512 p. \$5.00.—Social conditions and attitudes, economic and educational levels, rural-urban residence and age differences were surveyed in relation to fertility trends in Puerto Rico. Those on higher economic and educational levels desire fewer children and are more able to achieve their desires. Youthfulness, being a woman, and urban residence are also correlated to the wish for smaller families. Great social changes now in progress tend in the direction of lower fertility.—(G. K. Morlan).

753. Kurath, Gertrude P. (U. Michigan, Ann Arbor.) **The Tutelo harvest rites: a musical and choreographic analysis.** *Sci. Mon.*, N. Y., 1953, 76, 153-162.—Ethnographers have superficially treated music and dance as cultural components, but only thoroughgoing analysis of these artistic aspects may valuably contribute to research. An example is presented in the analysis of the Tutelo harvest rite, in which detailed choreographic and musicological approaches are combined with ethnographic considerations to attempt answers to such questions as "What can the (music and dance) forms reveal about the tribal identity and the original culture?" 28 references.—(B. R. Fisher).

754. Le Bras, Gabriel. (U. Paris, France.) **Nuances regionales du catholicisme en France.** (Regional shadings of Catholicism in France.) *Rev.*

Psychol. Peoples, 1953, 8, 12-23.—Catholicism insists strenuously on unity throughout the world. But regional variations are accepted as in France. Local emphases occur as to funerals, preference for Sunday vespers, processions, and pilgrimages. Brittany, Flanders, Alsace, Franche-Comte, Savoy, and others observe the regular church services. Touraine, Berry, Limousin, Perigord and Champagne favor the seasonal celebrations. We see here the outcropping of ethnic differences.—(H. L. Latham).

755. Lévi-Strauss, Claude. **Race and history.** Paris: UNESCO, 1952. (New York: Columbia University Press.) 50 p. 25¢.—Progress "is not the prerogative of certain races or certain cultures, marking them off from the rest." Progress "depends on the number and diversity of the other cultures with which it is working" or interacting. 16 references.—(G. K. Morlan).

756. Long, Herman H. **Trends in race relations research.** *Invent. Res. Racial Cultural Relat.*, 1953, 5(2-3), 45-62.—Research in race relations has 3 basic objectives: knowledge of the problem and groups involved; discovery of underlying causes of group conflict, exploitation, and discrimination; and processes of establishment and modification of group relationships. These objectives are being attacked from several interest points of view—social psychology, education, community, action research, etc. While practical problems are important the author argues for the values of basic research. Discussion p. 55-62.—(C. M. Louttit).

757. Madan, B. K. **The economics of the Indian village and its implications in social structure.** *Int. soc. Sci. Bull.*, 1951, 3, 813-822.—"The answer to the challenge of organization is furnished by the cooperative principle which... offers the best hope of the future. Wherever agriculture is the predominant industry, cooperation is coming to be regarded as the natural basis for economic, social, and educational development, and India is no exception. Cooperation is, indeed, a method of approach, a form of organization and a technique; as such it is capable of much wider application than merely in the field of credit. It is a powerful means of solving many of the problems of the rural population."—(H. A. Grace).

758. Majumdar, D. N. (Lucknow U., India.) **Tribal rehabilitation in India.** *Int. soc. Sci. Bull.*, 1951, 3, 802-813.—"The two axioms of cultural rehabilitation should be: (1) we cannot be civilized unless everyone of us is civilized, and (2) every people, however primitive or civilized, has a right to its own way of life, and to the development of its traditional culture."—(H. A. Grace).

759. Meyer, Johann Jakob. **Sexual life in ancient India. A study in the comparative history of Indian culture.** New York: Barnes & Noble, 1953. xvi, 591 p. \$6.50.—A detailed summary of the sex, love, marriage, and family life of the ancient Indian, and particularly of the Indian woman, largely based upon material stated and implied in the two ancient Indian Epics, the Mahabharata and the Ramayana. Liberal and lengthy quotations from these two sources are employed. (A reprint of title listed as 5: 3862.)—(A. Ellis).

760. Miner, Horace. **The primitive city of Timbuctoo.** Princeton, N. J.: Princeton University Press, 1953. (*Mem. Amer. Phil. Soc.*, Vol. 32.) xix,

- 297 p. \$5.00.—The introduction outlines the theoretical problem which led to this study of Timbuctoo; the final chapter draws inferences from the city-folk data; the intervening 13 chapters explore the life and culture of the city's Arabs, Bela, and Songhoi. The history, geography, and economics of the city are considered as background to a study of the religion, superstitions, feasts, kinship and family, circumcision and age grades, mating, birth, death and after-life, and patterns of conflict of the city's 3 groups. 87-item bibliography.—(A. J. Sproh).
761. Morant, G. M. **The significance of racial differences.** Paris: UNESCO, 1952. (New York: Columbia University Press.) 48 p. 25¢.—Scientific methods of measuring specific traits of groups, developed during the last 100 years, are compared with literary treatment of racial differences, that have lacked precise definitions of qualities and grades of qualities.—(G. K. Morlan).
762. Motwani, Kewal. **The import of modern technology on the social structure of South-Asia.** *Int. soc. Sci. Bull.*, 1951, 3, 783-793.—Modern technology has shaken the economic, political, and social roots of Asia. The effects have introduced new forms of tension rather than to alleviate tension. Western scientists and scholars in cooperation with their Asian counterparts may enable Asia to emerge from the present chaos greater than she was before. 24 references.—(H. A. Grace).
763. Mukerji, D. P. (Lucknow U., India.) **The status of Indian women.** *Int. soc. Sci. Bull.*, 1951, 3, 793-801.—The problem is essentially "sociological dynamics." All other issues are secondary. Present sociological data on the family do not apply to India's special case, however. The issues are still vague in women's status, but the promise lies in a new philosophy of their role in society.—(H. A. Grace).
764. Nabrit, James M., Jr. **Race relations and public policy.** *Invent. Res. Racial Cultural Relat.*, 1953, 5(2-3), 171-200.—The author reviews public policy in respect to race relations with 4 questions in mind: What is our public policy? What is the effect of public policy? What is role of research in shaping of public policy? What research in race relations is needed to influence public policy in the future? 36 references. Discussion p. 191-200.—(C. M. Louttit).
765. Pullman, D. R. **Drinking habits and traditions of respectability.** *Bull. Marit. psychol. Ass.*, 1953 (April), 28-33.—Drinking habits and traditions in Canada are compared with those in European countries, particularly England. Evidence is cited to show that excessive drinking and drunkenness are much more common in Canada than in England and most other European countries. This difference is attributed to a general acceptance of alcoholic beverages as a normal part of social life in Europe, as contrasted with a generally disapproving attitude toward drinking in Canada.—(W. F. Grether).
766. Radke-Yarrow, Marian. (George Washington U., Washington, D. C.) **Developmental changes in the meaning of minority group membership.** *J. educ. Psychol.*, 1953, 44, 82-101.—Data were obtained through the use of picture tests and a questionnaire administered to 114 children, ranging in age from 7 to 17 years. The sociometric choices and character judgments of the picture tests showed no significant differences in attitude toward persons designated as Jewish and non-Jewish, but the replies to the questionnaire indicated that anxiety and sensitivity regarding minority group membership increased with age.—(E. B. Mallory).
767. Róheim, Géza. (1 W. 85th St., New York.) **The evil eye.** *Amer. Imago*, 1952, 9, 351-363.—The author surveys European folklore regarding the evil eye and the main trends in counter-magic used against it.—(W. A. Varvel).
768. Ryan, Bruce. (Cornell U., Ithaca, N. Y.) **Caste in modern Ceylon; the Sinhalese system in transition.** New Brunswick, N. J.: Rutgers University Press, 1953. ix, 371 p. \$6.00.—Caste in Ceylon is appraised in the light of its institutional and historical backgrounds and its relation to modern village and social structure. Survey techniques revealed some 25 contemporary castes and subcastes. The composition and social role of each is described. There is no formal organization of caste or subcastes. Class structures and symbols achieve their maximum support in matters of the home and family. The revolution pervading all Ceylon's institutions is disrupting the caste system, but it is the hierarchy of caste which is disintegrating rather than caste as a system of communal divisions. In modern Ceylon caste as a prestige determinant is giving way to occupational, political, and economic factors. Glossary of 90 Sinhalese terms. 111-item bibliography.—(C. F. Scofield).
769. Simpson, George Eaton, & Yinger, J. Milton. (Oberlin Coll., O.) **Racial and cultural minorities: an analysis of prejudice and discrimination.** New York: Harper, 1953. x, 773 p. \$6.00.—To relate the various analyses of minorities to each other and to a systematic group of underlying principles and to point up the connection between studies in this field and the whole area of the sciences of human behavior, this volume is organized into 3 parts: The causes and consequences of prejudice and discrimination; Minorities in the social structure: the institutional patterns of intergroup relations; and Prejudice, discrimination, and democratic values. 498-item bibliography; list of 24 periodicals which frequently publish papers on topics relevant to this book.—(A. J. Sproh).
770. Sinha, T. C. **Formation of Garo clan.** *Samikṣā*, 1952, 6, 119-135.—In forming new sub-clans, the Garos unconsciously attempt to get over the incest barrier. The attempts are unsuccessful because marriage between sub-clans is also prohibited. Roundabout ways of fulfilling repressed incestuous desires are: (1) marriage between sub-clans with payment of fines, (2) marriage to mother-in-law after death of father-in-law, and (3) brother's management of sister's children, property, and household problems.—(D. Prager).
771. Slotkin, J. S. (U. Chicago, Ill.) **Social psychiatry of a Menomini community.** *J. abnorm. soc. Psychol.*, 1953, 48, 10-16.—This study asks the question: "Is there a relation between culture and the drives most likely to be inhibited?" It shows that "the Menomini mores inhibit social opposition. This produces symptoms of cultural inadequacy. When this finding is compared with the little material available on other cultures, it seems reasonable to infer, tentatively, that inhibited drives tend to vary

with different cultures." 20 references.—(L. N. Solomon).

772. Snyder, Harold E. *When peoples speak to peoples; an action guide to international cultural relations for American organizations, institutions, and individuals*. Washington, D. C.: American Council on Education, 1953. xiii, 206 p. \$3.00.—Peace can result only from peoples speaking to peoples. War originates in minds of man rather than in formal acts of sovereign states. Yet college courses on international relations still have little to do with attitudes, stereotypes, etc. Part I of this book deals with cultural relations in the post war world, the U. S. government and voluntary programs, especially those of the Commission for International Educational Reconstruction and the Commission on Occupied Areas. Part II concerns making action programs effective.—(G. K. Morlan).

773. Stirling, Paul. (London School of Economics, Eng.) *Social ranking in a Turkish village*. *Brit. J. Sociol.*, 1953, 4, 31-44.—The author describes in detail the several scales of ranking found in a 640-member Turkish village. Ranking may be with regard to a scale of age and position within one's own family, a scale of occupation and wealth, and a scale of morality and religion. The scales are sufficiently interdependent to yield a composite rank position for an individual, but such a composite rank would be only an approximation. The special case of the administrative officer of the village (appointed by the Turkish government and occupying the highest position on the formal political scale in the village) is described, with particular reference to his anachronistically low ranking on the scales indigenous to the village.—(W. W. Charters, Jr.).

774. Stone, Gregory P., & Form, William H. (Michigan State Coll., E. Lansing.) *Instabilities in status: the problem of hierarchy in the community study of status arrangements*. *Amer. sociol. Rev.*, 1953, 18, 149-162.—The authors propose that two aspects of the customary view of stratification have forced students to regard community organization in narrow terms: the conception that status groups comprise the basic units of the social order, and the conception that status groups must be hierarchically arranged. They advocate the fruitfulness of distinguishing between status groups and status aggregates and detail the distinction between them, and suggest the observation of status arrangements in communities.—(W. W. Charters, Jr.).

775. Straus, Jacqueline H., & Straus, Murray A. (U. Ceylon, India.) *Suicide, homicide, and social structure in Ceylon*. *Amer. J. Sociol.*, 1953, 58, 461-469.—Homicide rates in Ceylon are among the highest known, but suicide rates are low. In certain respects the pattern of suicide and homicide in Ceylon is essentially similar to that found for Western countries. Sub-cultural differences are important. A psycho-cultural theory of homicide is formulated with at least three basic elements: individual personality, tension situations, and culturally permissible alternatives. Variation in permissible alternatives due to the relative closeness or looseness of social organization is an important factor of suicide and homicide.—(D. L. Glick).

776. Tead, Diana. *What is race*. Paris: UNESCO, 1952. (New York: Columbia University Press.) 87 p. \$1.00.—In part I race purity is discussed, how races

began, the role of genes and the overlapping of physical characteristics. Part II deals with the belief of racial superiority, the relation between blood, intelligence, culture, and race. Are there unchangeable race differences, is discussed in part III as well as race mixture and the marriage circle. Appendix includes group discussion topics and two statements of scientific groups on the nature of race and race differences.—(G. K. Morlan).

777. Vernant, J. -P. *Prométhée et la fonction technique*. (Prometheus and the role of technics.) *J. Psychol. norm. path.*, 1952, 45, 419-429.—The theme of the quarrel and reconciliation of Zeus and Prometheus has many meanings. It schematizes human reality, and presents, as well, a new religious and political conception of democracy. But it also emphasizes the role that technics eventually have had in man's development.—(G. Elias).

778. v. Poletika, W. *Die russische Agrarpsychologie*. (The Russian farmer's mind.) *Köl. Z. Soziol.*, 1952/53, 3, 1-20.—Besides some ancient rural institutions the following traits and conditions may have favored the toleration of collectivism: (1) the customary servile attitude towards authority; (2) the idea that "the state is everything and the people and the individual nothing"; (3) an undeveloped desire for the possession of private property mainly due to the lack of full ownership rights of land in pre-communistic times: "The land belongs to God and the Czar." Yet Stalin has not succeeded in destroying the natural instinct of the agrarian person whose ideal it has always been to be free on his ground and to dispose freely of its products.—(M. Haas).

779. Wagley, Charles. (Ed.) (Columbia U., New York.) *Race and class in rural Brazil*. Paris: UNESCO, 1952. (New York: Columbia University Press.) 160 p. \$1.25.—Race and class relations have been surveyed in 4 small towns and surrounding rural areas in Brazil. Each community is located in a different regional area. The Bahaian Recôncava, reported by Harry W. Hutchinson, is situated near the coast; Minas Velhas, investigated by Marvin Harris, is high in the mountain region; Monte Serrat, studied by Ben Zimmerman, is situated in the arid sertão; and Itá, a small Amazon town, was investigated by Charles Wagley. Although relatively little racial prejudice was found, a mild form "exists on all levels of society in rural Brazil."—(G. K. Morlan).

780. Weiner, Max. (706 Saratoga Ave., Brooklyn, New York.) *"The perpetual chain around the neck of the Jew—his own self"*. *Amer. Imago*, 1952, 9, 339-349.—The tendency of the Jew to enter those occupations such as medicine, law, and teaching which carry prestige value and will cater to his narcissism has greatly increased competition in a concentrated Jewish environment. Moreover, the Jew who has succeeded in entering those fields tends, because of his own guilt and lack of self-acceptance, to discriminate against his fellows who may objectively be more deserving of professional opportunity. The Jew has become occupationally too stereotyped.—(W. A. Varvel).

781. Westie, Frank R. (Indiana U., Bloomington.) *Negro-white status differentials and social distance*. *Amer. sociol. Rev.*, 1952, 17, 550-558.—Most studies of the relationship between social class and race prejudice have examined variations only in the class status of respondents. This study also ex-

amines variations in the class status of the Negro toward whom the attitude is expressed. The author finds in his questionnaire study that the higher the Negro's status (in terms of occupational prestige), the less prejudice respondents direct toward him. But the lower the respondent's own class position, the less difference the variations in the Negro's status make in his response; and low status respondents are found to exhibit more prejudice for all occupational groups of Negroes.—(W. W. Charters, Jr.).

782. Whiting, John W. M. (Harvard U., Cambridge, Mass.), & Child, Irvin L. *Child training and personality: a cross-cultural study*. New Haven: Yale University Press, 1953. vi, 353 p. \$5.00.—The authors undertake to test an hypothesis which may be stated "that child training practices and their immediate effect on the child, in developing satisfactions during infancy and anxieties during the process of socialization, are integrated with particular explanations of illness and therapeutic practices." Judgments on initial indulgence and socialization anxieties in oral, anal, sexual, dependence, and aggression behavior areas, and on categories of illness beliefs and therapeutic practices were made on 75 primitive societies. The hypothesis appears to be supported in the case of negative fixations, i.e., from socialization anxieties, but not for positive fixations from initial indulgence. Questions of the origin of guilt and fear of others in the adult as related to child training are also explored. The theoretical basis of the study rests upon psychoanalysis, general behavior theory, and cultural anthropology. 13-page bibliography.—(C. M. Louttit).

(See also abstracts 580, 606)

Social Institutions

783. Adams, James Luther. *The love of God*. In Montagu, A., *The meaning of love*, (see 28: 458), 233-248.—Love of God is equated with the devotion one lives by. The convinced atheist, no less than the theist, is seen as loving God, "particularly if his atheism grows out of a total attitude toward life. He who with seriousness rejects belief in God... expresses loyalty to a standard of truth or of goodness which he lives by.... For him this truth or goodness is sacred." Both atheist and deist believe something is sacred, sovereign, reliable; but just these are the qualities that have always been associated with deity. Only the nihilist, who has a sense of complete meaninglessness in life, truly does not love God.—(A. Ellis).

784. Almansi, Renato J. *A psychoanalytic interpretation of the Menorah*. *J. Hillside Hosp.*, 1953, 2, 80-95.—The Menorah, the seven-branched Hebrew candlestick is investigated from the point of view of psychoanalytic theory with reference to its early use and comparable practices in primitive religions.—(C. T. Bever).

785. Aurbach, Herbert A. (U. Kentucky, Lexington.) *Social stratification in the collective agricultural settlements in Israel*. *Rur. Sociol.*, 1953, 18, 25-34.—Growth of class stratification in the collective agricultural settlements of Israel are discussed in the light of: "(a) the collective in the national stratification; (b) the re-establishment of the subordinate role of women; (c) the abandonment of

complete democratization of management and leadership; (d) the growth of job specialization; (e) the problem of hired labor and the 'exploitation' of auxiliary groups; (f) the development of an age hierarchy; (g) the growth of individualism; and (h) the crystallization of intimate social groups."—(S. C. Goldberg).

786. Bachler, Karl. *Von der Achtung und von Vertrauen*. (In regard to esteem and confidence.) *Psychologe*, 1953, 5, 114-116.—Engaged people may feel that there should be no barriers between them and that all secrets should be shared. However, one can not share one's individuality; therefore, genuine sharing is unlikely. What appears as great frankness may represent a subconscious desire not to disclose true feeling. The author advises young couples not to feel obligated to bare the past. Mutual respect for privacy can contribute more toward happiness in marriage.—(T. C. Kahn).

787. Bachler, Karl. *Psychoanalyse und Religion*. (Psychoanalysis and religion.) *Psychologe*, 1953, 5, 47-54.—Early criticism of psychoanalysis had a basis which the author considers more sound than the present religious attack which is described as hateful and slanderous. The psychoanalytic method is defended and the prediction is made that the Catholic Church will fail to stem the inevitable expansion of depth psychology.—(T. C. Kahn).

788. Baldwin, Alfred L. (U. Kansas, Lawrence.) *Interpersonal relationships within the family*. In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 24-30.—The intra-familial relation is conceptualized in terms of personal relations and presented with a concept of maturation to show how family relationships change with age. Several stages in the maturation process are illustrated to show in each one that the emotional relationship of parent and child gradually changes as the child matures. This development leads toward an emotional freedom which makes possible a tolerant acceptance of the freedom of other people also.—(E. L. Gaier).

789. Beers, Howard W. (U. Kentucky, Lexington.) *Rural-urban differences: some evidence from public opinion polls*. *Rur. Sociol.*, 1953, 18, 1-11.—Agriculture in the United States since 1910 has undergone technical revolution. Many differences between rural and urban America have been shortened. "Inspection of... percentages responding with 'yes' or approval in polls on issues concerning economic activities of government, labor matters, international relations, various public issues, and questions of personal belief and satisfaction reveals overlapping curves rather than completely separated groups."—(S. C. Goldberg).

790. Bressler, Marvin. (U. Pennsylvania, Philadelphia.) *Selected family patterns in W. I. Thomas' unfinished study of the Bintl Brief*. *Amer. sociol. Rev.*, 1952, 17, 563-571.—The Bintl Brief, a trouble letter to the editor department of a New York Jewish newspaper, provided W. I. Thomas with 3000 personal documents, published between 1906 and 1945, from which he hoped to gain insight into the assimilation of the Eastern European Jew. The author brings together Thomas' notes to show the conceptual framework he intended to employ and some selected patterns of family interaction which emerged from the unfinished study.—(W. W. Charters, Jr.).

791. Brown, James C. (U. Indiana, Bloomington.) **An experiment in role-taking.** *Amer. sociol. Rev.*, 1952, **17**, 587-597.—Experimental results confirm, in part, the hypothesis that a barrier to role-taking exists between the sexes in the contemporary American social system. Male high school freshmen were better able to act the part of their male companions (as judged by the individuals whose role they were taking) in sociodramatic skits than to act the part of female friends; similarly, females were better able to act the part of females than of males. Factorial design permitted assessment of the following four variables with regard to role-taking skill: (1) sex of the role taker; (2) sex of the person whose role is taken; (3) sexual orientation of the sociodramatic situation; and (4) the number of times the role taker previously performed in the experimental situation. Contrary to expectations, the last factor was highly significant and obscured the results.—(W. W. Charters, Jr.).
792. Cavan, Ruth Shonle. (Rockford Coll., Ill.) **The American family.** New York: Thomas Y. Crowell, 1953. xiv, 658 p. \$5.00.—A systematic account of the issues facing the family as a part of society and as a unit, made up of individuals, in the transition from rural to industrial life; the ideals of the family, varying because of economic and cultural backgrounds, the personality development at different ages and in different social groups. Dating, courtship, love and marriage; parents and children all as part of the family; adjustment to the environment and to the changing mores.—(M. M. Gillet).
793. Centers, Richard. (U. California, Berkeley.) **Social class, occupation, and imputed belief.** *Amer. J. Sociol.*, 1953, **58**, 543-555.—Utilizing survey research methods, an investigation was carried out to clarify the public's conceptions of occupation and belief as criteria of the several social classes. The data were analyzed with a view to determining the constancies and discrepancies in conception between the various classes and the extent to which the individual's own subjective affiliation influences his ideas. The study confirms the importance of belief as a criterion of class ascription.—(D. L. Glick).
794. Cohen, Edwin. (U. Oklahoma, Norman.) **The methodology of Notcutt and Silva's "Knowledge of other people": a critique.** *J. abnorm. soc. Psychol.*, 1953, **48**, 155.—Four errors in statistical design and inference are pointed out in the Notcutt and Silva study. (See 25: 7425.)—(L. N. Solomon).
795. Cowles, May L. **Changes in family personnel, occupational status, and housing occurring over the farm family's life cycle.** *Rur. Sociol.*, 1953, **18**, 35-44.—The household personnel of 81 Wisconsin farm families were compared yearly with the occupational progress of the husband and the family housing. "The number of persons in the household increased to a peak at the twentieth year of marriage. Household members other than husband, wife, and their children were fewest when household size was at its peak. Farm ownership increased steadily over the years of marriage. The farm was not usually all paid for until the third decade of marriage. The greatest mobility appeared during the first two decades of marriage. Space adequacy of the house was least during the period of largest household size. The most stringent period was with the family at or near its peak size, the farm usually not yet paid for, and the adequacy of housing space at its lowest."—(S. C. Goldberg).
796. Deutsch, Morton. (New York U.) **Social environment and attitudinal change: a study of the effects of different types of interracial housing.** In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 85-95.—Intergroup conflict can be reduced by means other than repression or displacement of antagonistic attitudes. The cycle can be broken if appropriate experiences are provided in the environment of the prejudiced person as he pursues other desired goals. Research in which two social environments—the integrated interracial housing project and the segregated bi-racial housing project—have been characterized is described.—(E. L. Gaier).
797. Duvall, Evelyn Millis; Hill, Reuben, & Duvall, Sylvanus M. **When you marry.** (2nd ed.) New York: Association Press, 1953. xii, 466 p. \$3.75.—Arranged for "self-study," with references (for further reading) and "check questions" and answers. "What you bring to marriage... marriage and the facts of life... morality does make sense... common conflicts in marriage... what holds marriage together... the making of a family... where babies come from... getting ready to be parents... family and religious living... marriage isn't what it used to be..." Detailed suggestions for behavior, beginning with "personality," through family problems due to social and economic changes in the world.—(M. M. Gillet).
798. Elliot, Thomas D. (Northwestern U., Evanston, Ill.) **A criminological approach to the social control of international aggressions.** *Amer. J. Sociol.*, 1953, **58**, 513-518.—Although experience has shown the futility of revenge as the solution or preventative of criminality, we define crime in terms of war and treat criminals accordingly. Today we define war in terms of crime, justifying reprisals against an enemy people as though they were a collective criminal. Mere retribution is self-defeating in both cases. The thesis is proposed that if an aggressor government, so defined by a supernational tribunal, is subjected to drastic but hateless rehabilitative and probationary treatment, consistent with modern criminological theory and practice, the vicious circles of cumulative international hatred and revenge may be broken.—(D. L. Glick).
799. Ellis, Evelyn. (Cedar Crest Coll., Allentown, Pa.) **Social psychological correlates of upward social mobility among unmarried career women.** *Amer. sociol. Rev.*, 1952, **17**, 558-563.—That upward social mobility is inspired by "emotional drives generated by unsatisfactory early primary group relations" and results in further deterioration of primary group relations and neurotic symptoms during adulthood is supported by data from intensive interviews with 60 mobile and non-mobile career women.—(W. W. Charters, Jr.).
800. Engle, T. L. (Indiana U., Ft. Wayne.) **Attitudes toward war as expressed by Amish and non-Amish children: a follow-up study.** *Elem. Sch. J.*, 1953, **53**, 345-351.—The attitudes toward war of 443 seventh- and eighth-graders were measured. Of these, 190 were Amish. The author concludes that today the attitudes of the children are less marked than they were at the time of the earlier study, some

8 years ago. Differences in agreements on individual items are given in percentages.—(S. M. Amatori).

801. **Ezzat, A.** (Fouad U., Cairo, Egypt.) **The family and its social function.** *Egypt. J. Psychol.*, 1951, 7, 13-24.—The social and character building function of the family has changed with its evolution. Among primitive groups it functioned as a mechanical binding force to which all the members of the family had to submit. Among the more advanced groups the individual member of the family is respected, has freedom to make choices and to assume responsibilities.—(L. H. Melikian).

802. **Feldman, A. Bronson.** **Freudian theology, part I. Psychoanalysis,** 1952, 1(3), 31-52.—Religious practices and passions interested Freud more than any other aspects of religion. Freud believed that the organization of human society coincided with the prohibition of incest which was for him both a religious and moral act. The first social order, totemism, with its reverence for animals and things in which primitive peoples discern members of their own lineage, yielded to clans. The germ of both religion and morality grew out of the frustration of the desire to take the father's place at the head of the horde. Totemism Freud regarded as the earliest appearance of religion.—(L. E. Abt).

803. **Freeman, Howard E., & Showel, Morris.** (State Coll. Washington, Pullman.) **The role of the family in the socialization process.** *J. soc. Psychol.*, 1953, 37, 97-101.—These hypotheses were tested: "the size of an individual's conjugal family should be related to the number of siblings one has, and the size of an individual's conjugal family should be related to his attitude toward the ideal number of children desired." Data obtained on 515 adult men and women over 50 showed that the only significant relationships were the positive correlation between the number of children and number of children desired and the multiple correlation between number of children and the co-relationship of number of children desired, number of siblings—both in the female subsample.—(J. C. Franklin).

804. **Graber, Gustav Hans.** **Ist die Welt ein Irrenhaus? (Is the world an insane asylum?)** *Psychologe*, 1953, 5, 121-124.—Humanity is suffering from a form of mass schizophrenia. The East-West conflict is symptomatic of this abnormal condition. The author raises the question:—do we need the "shock therapy" of another total war in order to create harmony among men? He concludes that love of fellow man, tolerance, patience, reconciliation among nations and equality, can heal society's mental illness without recourse to war provided good intentions are translated into actions.—(T. C. Kahn).

805. **Grey, Loren.** **Humanity at the crossroads.** *Indiv. Psychol. Bull.*, 1951, 9, 170-173.—International conflicts "are in a sense only magnifications of the neuroses of individuals." Since Individual Psychology helps reduce interpersonal conflicts, it "may be one answer to the enormously critical problems humanity is faced with today."—(A. R. Howard).

806. **Heilpach, Willy.** (U. Heidelberg, Germany.) **Mensch und Volk der Grosstadt.** (Man and people of the big town). Stuttgart: Ferdinand Enke, 1952. x, 153 p.—A second edition of the book published in 1939 (see 15: 3507). For a better understanding of the great variety of the problems of big towns the

questions (1) whether there is a type of man who is looking for life in a big town, and (2) what the big town does to man, physically and psychologically, are studied.—(E. Katz).

807. **Herskovits, Melville J.** (Northwestern U., Evanston, Ill.) **Cultural anthropology in area studies.** *Int. soc. Sci. Bull.*, 1952, 4, 683-691.—Anthropology offers the concept of culture as a basic contribution to area studies. Focus is centered upon the process of enculturation. In this broad methodological interest the anthropologist contributes integration to the various other disciplines.—(H. A. Grace).

808. **Jansen, Luther T.** (U. Washington, Seattle.) **Measuring family solidarity.** *Amer. sociol. Rev.*, 1952, 17, 727-733.—Family solidarity is measurable in terms of specific types of interpersonal interaction which indicate a drawing together of individual members. 8 types of interaction were compiled and a five-item questionnaire scale was constructed to measure each, using responses of 52 couples and 180 individual married persons. Interrelationships between the 8 scales were uniformly high. With some exceptions, an inverse correlation appears between family solidarity, on the one hand, and the number and age of children, on the other hand. Solidarity is significantly lower in families which favor dominance by the wife than in equalitarian or husband-dominated families. Correlations of the scales with other measures of solidarity and estimates of validity and reliability are presented.—(W. W. Charters, Jr.).

809. **Johnson, Alva.** **Love of friends.** In Montagu, A., *The meaning of love*, (see 28: 458), 195-207.—The ways and modes of love of friends are innumerable and can be quite rewarding. "There can be...no neuroses where the love of friends flows in a rich, clear stream. But in this world of today there are too many neuroses. We too often let the art of making true friends yield to the arts that seem closer to our private interests and ambitions."—(A. Ellis).

810. **Katz, Daniel.** (U. Michigan, Ann Arbor.) **Group morale and individual motivation.** In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 153-157.—Theoretical analysis and research findings do not support the notion of a single type of generalized morale in large organizations and structures. Morale needs to be broken down into the specific types of motivation which are operating in the situation. These types of motivation need, moreover, to be related to the formal purposes of the organization and the many group goals possible within the over-all structure.—(E. L. Gaier).

811. **Kirkpatrick, Clifford; Stryker, Sheldon, & Buell, Philip.** (U. Indiana, Bloomington.) **An experimental study of attitudes towards male sex behavior with reference to Kinsey findings.** *Amer. sociol. Rev.*, 1952, 17, 580-587.—7 Likert-type questions tapping attitudes toward the sex behavior of males were administered before and after college students read findings from the Kinsey study. (Control subjects read dummy material.) Significantly more attitude change occurred (disregarding the direction of change) among experimental subjects than among control subjects, and females manifested more change than males. Females were found to be less tolerant of male sex behavior than males, especially

with reference to sex behavior which implicates females.—(W. W. Charters, Jr.).

812. Kornhauser, Arthur. (Wayne U., Detroit, Mich.) **Detroit as the people see it; a survey of attitudes in an industrial city.** Detroit: Wayne University Press, 1952. xi, 221 p. \$6.00.—593 Detroit citizens were interviewed to determine their attitudes toward such questions as jobs, housing, educational facilities, city services, and industries. Results were coded for interpretation and are presented largely in descriptive percentages. The author hopes that the facts "will be useful to persons interested in making Detroit a better city."—(C. G. Browne).

813. Kowalewski, Pierre E. **La chrétienté orthodoxe et ses divers aspects nationaux.** (Orthodox Christianity and its diverse national aspects.) *Rev. Psychol. Peuples*, 1953, 8, 85-116.—The oriental orthodox Christian churches were developed under strong influences from Byzantine culture and national culture. This study requires an examination of these factors; hence the marked difference from occidental Christianity. The national churches show these traits: Bulgarians: piety, unity; Serbians: renewed piety, Slavic and orthodox traits despite many foreign influences; Russians: unity among the clergy, visiting shrines, promotion of Christian art and ecumenical unity; Roumanians: stable religious basis in harmony with orthodoxy in other countries. A detailed comparison of these two orthodox traditions presents material of great interest for psychology and ethnography. 87 references.—(H. L. Latham).

814. Landis, Judson T. (U. California, Berkeley), & Landis, Mary G. **Building a successful marriage.** (2d ed.) New York: Prentice-Hall, 1953. xii, 564 p. \$5.25.—Materials from the first edition (see 24: 166) "that have stood the test of objectivity, scientific validity, and usefulness" have been retained. Sections and chapters have been rewritten and revised. There are 2 new chapters: Changing sex roles and Marriages under special circumstances. New research findings have been added on dating and courtship, premarital sex standards, and husband-wife adjustment to pregnancy. Classified, annotated 105-item reading list on marriage and family relations.—(A. J. Sprow).

815. Marches, Joseph R., & Turbeville, Gus. (U. Minnesota, Duluth.) **The effect of residential propinquity on marriage selection.** *Amer. J. Sociol.*, 1953, 58, 592-595.—Bossard's findings on the role of residential propinquity in the 1931 Philadelphia study are tested by duplicating his method. Three hundred consecutive marriage licenses in which one or both applicants were residents of Duluth, Minn., were tabulated according to distance between residences of the couples. The over-all findings corroborate Bossard's conviction that residential propinquity is a factor of marriage selection.—(D. L. Glick).

816. Marcsen, Simon. (Brooklyn Coll., N. Y.) **Predicting intermarriage.** *Sociol. soc. Res.*, 1953, 37, 151-156.—9 factors employed in present analysis include ethnic group, religion, generation, area of residence, occupation, education, income, status of parents, and language spoken. Analysis of data on 660 cases indicates that the factors of ethnicity, occupation, and language spoken are the crucial fac-

tors involved in the prediction of intermarriage.

Other analyses are also given.—(S. M. Amatori).

817. Meng, Heinrich. **Zeitfragen in einer sich wandelnden Welt.** (Timely questions in a changing world.) *Psychologe*, 1953, 3, 125-128.—We are able to give an affirmative reply to the following: Does force beget force? Does war beget war? Are negative emotions a barrier to peace? Is man basically capable of being a humanitarian? Can education contribute to that end? On the other hand, the author answers the following in the negative: Does war ennoble humanity? Can an individual working alone significantly make mankind more humane? Can improvement in standards of living accomplish this? Have international and national conditions in the early 20th century satisfied humanity's needs? Is further suffering essential for the development of the techniques of freedom and harmony? The author believes that the time is ripe for action based on the answers to these questions.—(T. C. Kahn).

818. Menninger, William C. **Tensions in family life.** *Pastoral Psychol.*, 1953, 4(33), 11-18.—The family is subject to the internal tensions of its own members and the external tensions of society at large. The family needs to study and work and play together as well as to have a constructive part to play in the activities of the community. To achieve mental health a family must learn to accept frustrations and deal constructively with reality at its worst. Most important of all is learning how to love. A child can only learn to love as he is loved and encouraged to respond. Mature love is an emotional relationship based upon a willingness to give. This capacity to love is basic in any contribution we make to other persons and the community.—(P. E. Johnson).

819. Murdock, George Peter. (Yale U., New Haven, Conn.) **Intergroup antagonisms.** In Hulett, J. E., & Stagner, R., *Problems in social psychology*, (see 28: 695), 95-102.—Subscribing to the thesis that social life inevitably leads to in-group identification, and therefore to ethnocentrism, it is suggested that social living frustrates the group members and leads to aggressive tendencies in them. It follows that inter-group antagonisms are inevitable, that the only hope of eradicating them then is unrealistic, and that the only practical approach to the problem is to seek cultural devices for canalizing their expression in ways that are not socially disruptive. These antagonisms become non-extinguishable impulses which can be repressed or displaced, but neither removed nor destroyed, and are likened to death in their universal inevitability.—(E. L. Gaier).

820. Myrdal, Gunnar. **Psychological impediments to effective international cooperation.** *J. soc. Issues*, 1952, Suppl. Series, No. 6, 31 p.—In his lecture accepting the Kurt Lewin Memorial Award, 1952, the author states that "The basic objective in international relations is lasting peace between peoples.... The task is to make prevail a universal will for permanent peace." Possible impediments to cooperation are discussed under topics including national integration vs. international disintegration, attitudes, opportunism and instability, cultural isolation, and personnel and organizations related to international cooperation. "The development of institutions presumes human attitudes fitting them, but such atti-

tudes develop only in response to living in the institutions themselves."—(H. H. McCord).

821. **Neuhaus, W.** *Die Herkunft der Kinder in den verschiedenen Schichten und die Kinderzahl in den sozialen Schichten.* (The origin of children in the different kinds of schools and the number of children in the social classes.) *Sammlung*, 1953, 8, 88-96.—The children from the upper strata of society attend the higher schools while those from the lower classes populate the public schools. The lower classes also have the greatest number of children. In the special classes over 30% of the families have more than 5 children. This problem deserves greatest attention because of the increase of the population of the lower class and its contribution to the decrease of the intellectual endowment of the nation as a whole.—(M. J. Stanford).

822. **Overstreet, Bonaro W.** *The unloving personality and the religion of love.* *Pastoral Psychol.*, 1953, 4(34), 14-20.—The unloving person due to a traumatic experience of real or fancied rejection is more concerned to take in love and comfort rather than to give forth to others. Such persons seek the church and become an undeniable responsibility to help them grow into a more confident, sustaining sense of being loved. Yet they must not be allowed to make the church into their own image as other-worldly rather than social, rigid in doctrine and ritual, or sectarian and provincial in relation to other religious bodies. The church needs to do more than admonish such persons; it should provide counseling services and be in touch with the medical services of the community.—(P. E. Johnson).

823. **Pronko, N. H., & Snyder, F. W.** (U. Wichita, Kans.) *Christianity in the light of psychopathology.* *Relig. Educ.*, 1953, 48, 108-112.—Insights from modern psychopathology tend to validate the second commandment that we should love our neighbors as we love ourselves. When man loses contact with his fellows and cannot give or receive love, he is a sick person. And "The recovery of these patients back to useful, cooperative life again proves the efficacy of the human touch, of shared love."—(G. K. Morlan).

824. **Rose, Arnold M.** (U. Minnesota, Minneapolis.) *Power distribution in the community through voluntary associations.* In *Hulett, J. E., & Stagner, R., Problems in social psychology*, (see 28: 695), 74-83.—Investigation of the inter-group processes in the community requires study of the sociological circumstances and the psychological needs underlying the formation of groups in modern society. An analysis of a groups' influence on individual responsibility toward the larger community is made in terms of two factors: (1) cohesiveness and (2) the sociologists' group standards.—(E. L. Gaier).

825. **Savatier, René.** *Law and the progress of techniques.* *Int. soc. Sci. Bull.*, 1952, 4, 309-319.—Law is related to the progress of techniques and is itself a technique. Law is affected by the progress of techniques, using them and giving them their legal force. Law orders society and cannot avoid the importance of technical advance. Law and technique follow once we have decided upon the direction we are going.—(H. A. Grace).

826. **Sheed, F. J.** *Society and sanity.* New York: Sheed & Ward, 1953. 274 p. \$3.00.—Presents the views that "man is a creature of God," that "in man's likeness to the animals is no foundation for

human rights," and that the rights of man "flow from his being not matter only but spirit as well." In the light of these views, the nature of man, of marriage and the family, and of society and state are examined. It is concluded that religion "is essential to Society's vitality."—(A. Ellis).

827. **Simey, Thomas S.** (Liverpool U., Eng.) *The contribution of sociology and psychology to area studies.* *Int. soc. Sci. Bull.*, 1952, 4, 675-682.—"The problem is not primarily one of creating a partnership between sociology and psychology, for these sciences can hardly exist in any valid sense without each other's support. What is necessary is that better working relationship should be established between them and economics, political science and anthropology.... The final justification for area studies, from the scientific point of view, is therefore that they compel social scientists in general to tackle the problem of 'marrying' their work so fruitfully that its results be ignored."—(H. A. Grace).

828. **Slocum, Walter L., & Case, Herman M.** (State Coll. Washington, Pullman.) *Are neighborhoods meaningful social groups throughout rural America?* *Rur. Sociol.*, 1953, 18, 52-59.—"The eight leading rural sociology texts are in general agreement that neighborhoods persist as significant forms of association in rural America. 'Lay experts' at the county level delineated some open-country 'neighborhoods' which were not sociologically meaningful to the residents of the 'neighborhoods' and areas contiguous to them. The writers question the empirical validity of 'neighborhoods' delineated by the use of methods not reaching the cognitive-behavior systems of the individuals under study."—(S. C. Goldberg).

829. **Slotkin, J. S.** (U. Chicago, Ill.) *Menomini peyotism: a study of individual variation in a primary group with a homogeneous culture.* *Trans. Amer. Phil. Soc.*, 1952, 42, 565-700.—A report of field work on the Native American Church as it functions among the Menomini. Emphasis is on individual differences in the meaning of religious dogma and ritual within a small and relatively homogeneous group; documentation is provided by very extensive protocols. The author also includes his own introspective report on the effects of peyote on him as a participant in peyotist meetings.—(I. L. Child).

830. **Smith, R. T.** (U. Coll. West Indies, Jamaica, B. W. I.) *Aspects of family organization in a coastal Negro community in British Guiana: a preliminary report.* *Social econ. Stud.*, 1953, 1, 87-111.—This report of an anthropological field study centers on headship in the family and on the various ways in which new households come into being and develop. Although the familiar American pattern of family organization is most frequent, another pattern often occurs in which because of illegitimate children or for other reasons a woman, either the mother or the maternal grandmother of the illegitimate child, becomes head of the household. "The most common sequence of events [leading to establishment of a new household] is for a girl to have one or more children whilst living at home with her parents and then to move into a new home with the father of her latest child."—(W. Edwards).

831. **Stogdill, Ralph M.** (Ohio State U., Columbus.) *Leadership and morale in organized groups.* In *Hulett, J. E., & Stagner, R., Problems in social psychology*, (see 28: 695), 140-152.—In order to

understand the issues involved in the problem of leadership and morale, it is first necessary to integrate 4 fields of theory, each of which has been developed to some extent along separate lines. These 4 fields are group theory, organization theory, leadership theory, and morale theory. Group morale is a function of an operating group, and not of a formal organization as such. On the group level, high morale is shown by agreement on group goals and the effort to achieve those goals. Low morale is associated with either disagreement as to goals, or lack of effort to secure them. At the lower end of this continuum, the group disintegrates.—(E. L. Gaier).

832. Van Wagenen, Richard W. (Princeton U., N. J.) **Research in the international organization field: some notes on a possible focus.** Princeton, N. J.: Princeton University, Center for Research on World Political Institutions, 1952. 78 p. (Publ. No. 1).—"The questions raised were grouped under 3 broad problems: (a) What are the conditions and processes of integration at the international level? (b) What are the conditions for forming political institutions at the international level? and (c) To what extent can integration be attained through consensus on security-institutions alone? ... political scientists might do well to use ... the help to be derived from the fields of sociology, psychology, and anthropology ..."—(H. A. Grace).

833. Victoria University College, New Zealand. Department of Psychology. **Interim report on the tensions project.** *Int. soc. Sci. Bull.*, 1952, 4, 150-153.—A test-retest study of international attitudes is reported. The media compared for change-effectiveness were an academic course, pamphlets, a film, and a qualified speaker. Both specific information about the target nation and general humanistic information were distributed. Over 1,000 New Zealanders' attitudes have been studied. The final report will integrate the results from various studies.—(H. A. Grace).

834. Woodward, Luther E. **The bearing of sexual behavior on mental health and family stability.** *Pastoral Psychol.*, 1953, 4(32), 11-19.—The Kinsey studies have the unintended bias of assuming that what is found is inevitable in the nature of things. Actually, sex behavior emerges from social expectations and ego-needs for more than a biological instinct. A more important question is what does this behavior mean to the person. Recent studies of sex offenders indicate that here are persons of inadequate personality structure rather than sexual aberrations per se. Apart from significant and ongoing interpersonal relations sexual behavior is a lonely and unrewarding experience. Mental health is a product of stable and mutually satisfying family life.—(P. E. Johnson).

835. Wylie, James E. (Boston U., Mass.) **A survey of 504 families to determine the relationships between certain factors and the nature of the family recreation program.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1953, 24, 229-243.—A questionnaire study in which returns were obtained from 504 families revealed that according to frequency of participation the following family recreations include: nature and outing activities, spectator activities, social activities, participation in sports and games, spectator sports (watching), participation in movies,

mental and drama activities, organizational interests, participation in arts and crafts, collection of items. Preference is for activities not highly organized and needing little preliminary preparation. Many of the families were found to have few interests in common and most families feel they do not have a satisfactory recreation program. The most effective family recreation programs are those calling for either strenuous or active participation.—(M. A. Seidenfeld).

(See also abstracts 558, 565)

Language & Communication

836. Berrol, Edward, & Holmes, Olive. **Survey and area approaches to international communications research.** *Publ. Opin. Quart.*, 1952-53, 16, 567-578.—The advantages and limitations of both "survey research" and "area study" are discussed in terms of relative precision, focus, comparability of responses and representativeness of the former, and the "richness of insight" in the description of "apposite cases" of the latter. The conclusion is that the two approaches complement each other.—(H. W. Riecken).

837. Brembeck, Winston Lamont. (U. Wisconsin, Madison.), & Howell, William Smiley. **Persuasion: a means of social control.** New York: Prentice-Hall, 1952. x, 488 p. \$5.25.—As a textbook in public speaking presented in a framework which examines relevant theories from psychology and other disciplines, the content and structure of this book reflect the authors' definition of persuasion as, "the conscious attempt to modify thought and action by manipulating the motives of men toward predetermined ends." Recent studies in motivation, attitudes, suggestion, and in the relative effectiveness of certain variables in communication are cited.—(R. A. Schaeff).

838. Davison, W. Phillips, & George, Alexander L. (RAND Corp, Washington, D. C.) **An outline for the study of international political communications.** *Publ. Opin. Quart.*, 1952-53, 16, 501-511.—Some of the difficulties of studying communication are the complexity of the process, the interdisciplinary nature of its study, the vagueness and diffuseness of effects, and practical impediments to maintaining an unbiased approach to evaluation. The authors summarize in schematic form the relationships among national policy, communications policy, machinery and techniques of communication, content, conditions and effects of communication, considering also audience characteristics as an important element in analysis.—(H. W. Riecken).

839. Dreher, John J., & Bragg, Vernon C. **Evaluation of voice normality.** *Speech Monogr.*, 1953, 20, 74-78.—The recorded speech of 10 male subjects was used in studying the speech evaluative behavior of 30 male listeners who were classified as Southern or general American. The recordings were presented randomly to the listeners on a phonograph turntable which mechanically distorted the time/pitch attributes of the speech. Subjects were asked to modify the speed of the turntable until the speech sounded "normal." The results indicated that the listeners cannot agree when an unfamiliar voice is normal or when it is distorted. Also, a wider range of normality was observed than theoretically expected.—(G. H. Shames).

840. Duncan, Hugh Dalziel. *Language and literature in society; a sociological essay on theory and method in the interpretation of linguistic symbols with a bibliographical guide to the sociology of literature*. Chicago, Ill.: University of Chicago Press, 1953. xiii, 262 p. \$5.00.—This sociological analysis of language and literature is organized into 3 parts: Language and literature in society; Methodological problems in the sociological analysis of symbolic material; and A specific sociological view of symbols: status and symbols. 71-page classified bibliography.—(A. J. Sprow).

841. Dunnette, Marvin D. (U. Minnesota, Minneapolis.), & Maloney, Paul W. *Factorial analysis of the original and the simplified Flesch reading ease formulas*. *J. appl. Psychol.*, 1953, 37, 107-110.—An experiment was designed to examine factorially the effects of various factors on the time and accuracy of naive subjects (freshman English students) in performing readability counts. The factors were: (1) difficulty of reading material; (2) the type of count performed; (3) reading ability of subjects; (4) sex of subjects. One syllable words were counted about 25% faster than syllables. A significant interaction was found between type of count and difficulty level: the syllable count was more accurate with easy material; the one syllable word count, with difficult material. The authors conclude that the new formula is simpler since it can be applied with greater accuracy in less time.—(H. W. Daniels).

842. England, George W., Thomas, Margaret, & Paterson, Donald G. (U. Minnesota, Minneapolis.) *Reliability of the original and the simplified Flesch reading ease formulas*. *J. appl. Psychol.*, 1953, 37, 111-113.—Two reliability comparisons of the original Flesch formula and the Farr, Jenkins, and Paterson simplification are reported: (1) 13 pairs of inexperienced analysts applied both methods to materials drawn from house organs. Reliabilities for original and simplified methods were .96 and .93. (2) Samples from books were analyzed using a single experienced analyst; reliability of the original method was .99, and of the simplified method, .97. Inter-correlations between the two methods ranged from .84 to .97 depending upon the sample and subjects used.—(H. W. Daniels).

843. Fletcher, Harvey. (Brigham Young U., Provo, Utah.) *Speech and hearing in communication*. (2nd ed.) New York: D. Van Nostrand, 1953. x, 461 p. \$9.75.—This second edition (see 3: 3472) is extensively revised and with new and additional information contains these aspects: (1) A basic discussion of the speaking mechanism, the speaking process and the nature of the physical sound stimulus. (2) A concise description of the hearing mechanism and the auditory process; an entirely new chapter is devoted to the space-time pattern theory of hearing. (3) There is extended consideration of interactions among the physical stimuli, the receptor and the integrating mechanisms. Detailed methods for calculating articulation scores are presented.—(E. T. Curry).

844. Ford, Joseph B. (Los Angeles State Coll., Calif.) *Is there mass communication?* *Sociol. soc. Res.*, 1953, 37, 244-250.—Both the formal and informal groups in which one lives condition the mass media, including the supposedly sampled and indexed reactions to movies, radio and television programs,

and political issues. A healthy skepticism appears to have developed for such polls and ratings. This should be the case with all mass communication. From this should emerge a renewed energy and firm dedication to more realistic and scientific procedures in them.—(S. M. Amatora).

845. Garvey, William David. *The intelligibility of speeded speech*. *J. exp. Psychol.*, 1953, 45, 102-108.—This article presents a new technique for accelerating speech based on chopping out portions of the speech record on a plastic base recording tape followed by splicing. With acceleration twice the original speed it was found that intelligibility was not significantly distorted until 2.5 cm. chops were employed. This method was found to maintain intelligibility better than the previous frequency accelerating techniques.—(A. K. Solarz).

846. Glock, Charles Y. (Columbia U., New York.) *The comparative study of communications and opinion formation*. *Publ. Opin. Quart.*, 1952-53, 16, 512-523.—In order to understand how opinions are formed, it is necessary to study three matters: (1) mass media—their availability, distribution, relative appeal, and the kind of control exercised over them; (2) informal channels of communication—especially oral interpersonal communication whether a substitute for mass media or ancillary to them (e.g. "opinion leaders"). It is necessary to identify news carriers, describe their role in a community, and the social processes of transmission; (3) the value placed upon "holding an opinion" and the frames of reference employed in interpreting communications.—(H. W. Riecken).

847. Greenleaf, Floyd I. (San Jose State Coll., Calif.) *An exploratory study of speech fright*. *Quart. J. Speech*, 1952, 38, 326-330.—384 students in speech classes rated themselves over 4 degrees of speech (stage-) fright. 14 who reported the most fright were interviewed for onset, types of symptoms, avoidance of speaking, and need for assistance. On this basis a questionnaire (checklist) on degree and type of fright symptoms was given to 789 students in speech classes. The results list the most frequently reported symptoms and show that they are essentially the same for all reported degrees of fright.—(J. M. Pickett).

848. Henneman, Richard H. (U. Virginia, Charlottesville.) *Vision and audition as sensory channels for communication*. *Quart. J. Speech*, 1952, 38, 161-166.—Visual communication (e.g., by displays) and auditory communication (speech) are compared theoretically on the basis of present knowledge. The points of comparison are: temporal or spatial presentation, storage possibilities, limitation of coding methods, speed, resistance to drugs, and amount of attention required. This last point was tested experimentally by comparing auditory and visual transmission of information under stress of manual and visual distracting tasks and under no distraction. With distraction auditory transmission was better than visual; with no distraction visual transmission was better than auditory.—(J. M. Pickett).

849. Herzog, Herta. *Listener mail to the Voice of America*. *Publ. Opin. Quart.*, 1952-1953, 16, 607-611.—This paper presents little data on listener mail, but suggests some of the uses to which content analysis can be put. The analysis of 500 letters to VOA from writers in each of 5 European countries

both provided information about the nature of the audience and served as an aid to program development and audience building. Demographic characteristics of writers and motives for writing can guide program emphasis, while subjective analysis of letters suggests hypotheses for testing, trends in attitude change and psychological significance of listening to American broadcasts.—(H. W. Riecken).

850. Hileman, Donald G. (Washington State Coll., Pullman.) **The young radio audience: a study of listening habits.** *Journalism Quart.*, 1953, 30, 37-43.—Radio listening diaries of 377 city, farm, and village youngsters from 6 to 17 in Champaign County, Illinois are analyzed. Amount of listening (late afternoon and evening), pattern of listening, favorite program types, and individual program ratings are noted and discussed.—(W. A. Mindak).

851. Inkeles, Alex. **Soviet reactions to the Voice of America.** *Publ. Opin. Quart.*, 1952-53, 16, 612-617.—Some illustrative findings from a study of 900 references to VOA propaganda in 9 Soviet newspapers reveal difficulties in studying quantitative flow and differential distribution of content by presently available methods and resources. The technique of content analysis is described.—(H. W. Riecken).

852. Jahoda, Marie, & Klapper, Joseph T. **From social bookkeeping to social research.** *Publ. Opin. Quart.*, 1952-53, 16, 623-630.—A detailed description of the procedures used in making the continuing content analysis of VOA broadcasts points up the limited utility of simple auditing in contrast to hypothesis-testing research. It is suggested that mere objective quantitative analysis based on the texts alone cannot suffice to determine the effectiveness of broadcasts.—(H. W. Riecken).

853. Janis, Irving L., & Feshbach, Seymour. (Yale U., New Haven, Conn.) **Effects of fear-arousing communications.** *J. abnorm. soc. Psychol.*, 1953, 48, 78-92.—"The experiment was designed to investigate the effects of persuasive communications which attempt to motivate people to conform with a set of recommendations by stimulating fear reactions.... The over-all effectiveness of a persuasive communication will tend to be reduced by the use of a strong fear appeal, if it evokes a high degree of emotional tension without adequately satisfying the need for reassurance."—(L. N. Solomon).

854. Jarrett, R. F., & Sherriffs, Alex C. (U. California, Berkeley.) **Propaganda, debate, and impartial presentation as determiners of attitude change.** *J. abnorm. soc. Psychol.*, 1953, 48, 33-41.—In general it was found that under direct argument, groups of Ss change in the direction of the argument; in the debate situation, they move in the direction of their pre-existing bias; and in the impartial presentation context Ss become more moderate in their attitudinal position.—(L. N. Solomon).

855. Kaufmann, Helen J. **Implication of domestic research for international communications research.** *Publ. Opin. Quart.*, 1952-53, 16, 552-560.—Generalizations from 4 effect studies employing domestic audiences are suggested as relevant hypotheses to test in international contexts. The 4 generalizations are: that mass communications can change opinions even when the audience initially disagrees with communications source; that there are "sleeping" effects; that over-emphasis on anxiety-provoking consequences of failure to believe the message may reduce

acceptance of the message; and that sometimes one side, sometimes both sides of an issue should be presented.—(H. W. Riecken).

856. Kelly, J. C. (U. Illinois, Urbana.), & Steer, M. D. **The retention of improved intelligibility in voice communication.** *Quart. J. Speech*, 1952, 38, 167-170.—99 S's were given two periods of training in precise pronunciation in radio telephone communication in 110 db of noise. Their intelligibility (measured by the Waco Multiple Choice Intelligibility Test) was better than before training and 4-10% better than the intelligibility of a control group which had no training. Improved intelligibility of the trained group held up without further training for the tested retention intervals of 65, 100, and 365 days. It is concluded that improved speech habits resist forgetting at least when tested in this situation.—(J. M. Pickert).

857. Koenig, Frances G. (New York Public Schs.) **Improving the language abilities of bilingual children.** *Except. Child.*, 1953, 19, 183-186.—The children in her classroom were observed to become "more fluent and relaxed in conversation" when speech was stimulated by means of paint "inkblots" made by the children.—(T. E. Newland).

858. Kracauer, Siegfried. **The challenge of qualitative content analysis.** *Publ. Opin. Quart.*, 1952-53, 16, 631-642.—The author argues for wider and franker use of impressionistic judgment in content analysis and questions some of the assumptions of quantitative analysis, especially in regard to precision. His discursive examination includes some suggestions for refinement of qualitative techniques.—(H. W. Riecken).

859. Kris, Ernst. **El desarrollo del yo y lo cómico.** (Ego development and the comic.) *Rev. Psicoanal.*, B. Aires, 1951, 8, 518-530.—Translated from: *Int. J. Psycho-Anal.*, 1938, 19, 77-90, (see 12: 4055).

860. Lasswell, Harold D. (Yale U., New Haven, Conn.) **Psychological policy research and total strategy.** *Publ. Opin. Quart.*, 1952-53, 16, 491-500.—Communications research can contribute to total strategy by influencing decision makers in formulating and executing all policies that affect or are affected by group attitudes. Even though such research presently reveals the lack of unity and agreement upon goals and expectations in the non-Soviet world, it assists the growth of a "common attention structure" which is essential to a unified body politic and "a unified decision process." Communications research portrays "the changing structure of world attention" and helps policy makers.—(H. W. Riecken).

861. Lazarsfeld, Paul F. (Columbia U., New York.) **The prognosis for international communications research.** *Publ. Opin. Quart.*, 1952-53, 16, 482-490.—After tracing briefly the origins of interest in communications analysis, the author points out opportunities afforded by such analysis on an international scale: to understand better the role of cultural variables in communication; to explore psychological and sociological characteristics of audiences; to study the same phenomena in different cultural contexts; and to study topics unique to foreign countries and hence unavailable to social scientists in the country. Methodological opportunities include comparing techniques of data gathering, de-

veloping a mode of integrating systematic survey data with historical or journalistic knowledge, and evaluating effects of communication.—(H. W. Riecken).

862. Lecomte, J. *La question du "langage" des abeilles.* (The question of the "language" of bees.) *Bull. Gr. Etud. Psychol., Univ. Paris*, 1952, 6, 23-25.—Bees have a system of communication by which one bee can indicate to the others the exact location of a source of food. 25 years of systematic observation have made it possible for von Frisch to give us an explanation of this phenomenon. Two elements of information are necessary for a good localization: distance and direction. These are indicated to the bees by the various dances performed by the returning bee. These dances are described and the point emphasized by Thorpe that the bees can use different symbols is noted. The author concludes that these means of communication have nothing in common with human language but that they must be put in the class of the well-known biological phenomena of convergence.—(D. Bélanger).

863. MacKnight, Jesse M. *The contributions of research to operating experience.* *Publ. Opin. Quart.*, 1952-53, 16, 561-564.—An administrator cites examples of the advantages that training in social research have offered him in doing his job. He adds 3 complaints about research operations and suggests that social scientists can improve their effectiveness through: (1) clearer communication of research results; (2) better analysis of the needs of consumers of research; and (3) meeting job deadlines.—(H. W. Riecken).

864. Massing, Paul W. (Rutgers U., New Brunswick, N. J.) *Communist references to the Voice of America.* *Publ. Opin. Quart.*, 1952-53, 16, 618-622.—The study of references to VOA in publications and broadcasts from European satellite countries reveals new problems in content analysis: the significance of non-explicit references and the importance of the context in which the reference occurs. Solution of these problems is not clear.—(H. W. Riecken).

865. Mikus, Francis. *Faits phono-optiques et leur part à l'audition.* (Phono-optical facts and their part in audition.) *J. Psychol. norm. path.*, 1953, 46, 215-218.—The articulatory effect in speech is not based only on audition but also on visual perception. Normally, the interlocutors face each other and mutually control the exterior movements of the organs of phonation. This constitutes a group of phonetic visual habits concomitant with auditory habits. These facts have been neglected until now. For example, the degree of aperture of the oral cavity is not exclusively an instrument of classification for the theoretician but it can also become one of the common phonological criteria used by every subject who speaks and who has normal phonoacoustico-optical habits in the normal conditions of conversation.—(D. Bélanger).

866. Olmsted, David L. (Yale U., New Haven, Conn.), & Moore, Omar Khayyam. *Language, psychology and linguistics.* *Psychol. Rev.*, 1952, 59, 414-420.—A critique of George Miller's chapter in the *Handbook of Experimental Psychology* on "Speech and Language" in terms of false, ambiguous, and misleading particulars, errors of theoretical import, and errors of bibliography, is used to suggest

the difficulties which arise when psychologists make up their own linguistics. 18 references.—(C. F. Scofield).

867. Parrish, Jack A., & Campbell, Donald T. *Measuring propaganda effects with direct and indirect attitude tests.* *J. abnorm. soc. Psychol.*, 1953, 48, 3-9.—"An attempt is made to study propaganda effectiveness through the use of disguised attitude measures. The relative effectiveness of two typical radio styles used in informational programs is studied.... The traditional pretest design is abandoned in favor of matched groups given a post-test only."—(L. N. Solomon).

868. Rinke, Alfons. *Die Sprachpflege in der Hilfsschule.* (Language in schools for handicapped children.) *Heilpädagog. Werkbl.*, 1953, 22, 11-15.—Referring to Humboldt's idea that the human being becomes a human being by means of language, the author believes that there is a positive correlation between language and thought. He furthermore affirms the impossibility of any thinking without language. For him language includes the ability of proper hearing and listening, the same as in Montessori's educational system. Basic trends in language development, both normal and abnormal, are also revised besides the above theoretical considerations.—(M. H. Nagy).

869. Rossi, Peter H., & Bauer, Raymond A. (Harvard U., Cambridge, Mass.) *Some patterns of Soviet communications behavior.* *Publ. Opin. Quart.*, 1952-53, 16, 653-670.—Data on exposure to four kinds of communications media were obtained in 2700 interviews with displaced persons and refugees from the Soviet Union. A latent structure analysis revealed four empirically derived associative clusters of media exposure. These types are broken against occupation, place of residence, age, education, and movie attendance of members of the sample of refugees to demonstrate the degree to which Soviet society is stratified, and indicate the relationship between social structure and communications behavior. Exposure is also related to active involvement (through career) in the Soviet system. The composition of the clusters and the logic of their derivation is laid out in detail in a technical appendix by Rossi.—(H. W. Riecken).

870. Rubenstein, Albert H. *Problems in the measurement of interpersonal communication in an ongoing situation.* *Sociometry*, 1953, 16, 78-100.—Field studies of interpersonal communications have created problems of experimental work. The identification of the group as well as of the channels of communication available must be studied, the utilization of these channels must be measured, and appropriate techniques and construction of categories must be devised. Possible errors involved in using reports by subjects as data and statistical problems in sampling interpersonal activity must be considered. The writer believes that a refined methodology will lead to reproducible studies in "ongoing situations." 51 references.—(J. H. Bunzel).

871. Sheldon, Richard C., & Dutkowski, John. *Are Soviet satellite refugee interviews projectable?* *Publ. Opin. Quart.*, 1952-53, 16, 579-594.—Interviews with 300 recent refugees from Poland, Hungary and Czechoslovakia suggest that such samples can be used to project the broad outline of political and economic opinion (especially images of the regime

and of America) in satellite countries, even though refugees are not representative in terms of socio-economic criteria. Recent refugees appear to have left because of dissatisfaction with economic conditions, failure of communist regimes to fulfill promises of social reform, and restrictions on personal freedom, rather than because of ideological dissatisfaction. The current bases of disaffection thus appear to be connected with widespread conditions in satellite countries which affect the entire population alike rather than differentially according to basic attitudinal differences between refugees and those who remain behind.—(H. W. Riecken).

872. Siegal, Arthur I., & Siegal, Estelle. **Flesch readability analysis of the major pre-election speeches of Eisenhower and Stevenson.** *J. appl. Psychol.*, 1953, 37, 105-106.—The entire texts of the major speeches of Stevenson and Eisenhower on Oct. 27, 28, 29, 30, 31, and Nov. 3, 1952 were analyzed as they appeared in the *Philadelphia Enquirer*. Contrary to some published opinion, the results showed that Stevenson's and Eisenhower's speeches both ranged from "Standard" to "Fairly Difficult"; but a slight tendency was indicated for Eisenhower's speeches to be more "interesting."—(H. W. Daniels).

873. Smith, Bruce L. (Dept. State, Washington, D. C.) **Communications research on non-industrial countries.** *Publ. Opin. Quart.*, 1952-53, 16, 527-538.—An important problem in research on communications to non-industrial audiences is the analysis of their values and social-political predisposition, which differ greatly from American. Most Great Power communications are filtered through the small landlord and middle classes to the illiterate masses, while Soviet communications have an additional direct channel through Communist Party representatives. Inspection of the "value-constellations" of non-industrial societies suggests that politeness, religiousness and a slow tempo of life are some values which American communicators are ignoring or contravening. Further research on values of audiences in non-industrial societies is suggested.—(H. W. Riecken).

874. Swanson, Charles E. (U. Illinois, Urbana.), & Fox, Harland G. **Validity of readability formulas.** *J. appl. Psychol.*, 1953, 37, 114-118.—Two samples of employees were sent copies of a newspaper containing easy (one sample) and difficult (the other sample) versions of 12 articles. Retention, readership, and comprehension were measured. Neither retention nor readership measures showed significant differences between the samples; neither readability, as measured by Flesch formula and by the Dale-Chall formula, nor Flesch human interest index were related to differences in readership. The sample receiving the easy versions showed low but consistent gains in comprehension over the other sample. It is suggested that the investigation of motivational factors in content of selective reading is an important area for further study.—(H. W. Daniels).

875. White, Ralph K. **The new resistance to international propaganda.** *Publ. Opin. Quart.*, 1952-53, 16, 539-551.—Using impressionistic evidence the author compares the effects of U. S. and Russian radio propaganda on listeners in the Free World and in iron curtain countries. He argues for changing U. S. propaganda by increasing candor, showing

greater respect for the listener and employing an approach that assures foreign listeners that the U. S. is not belligerent or domineering.—(H. W. Riecken).

(See also abstracts 491, 1328)

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

876. Addis, Robina S. (National Association for Mental Health, London, Eng.) **Social work in the mental health field in the United Kingdom.** *J. psychiat. soc. Wk.*, 1953, 22, 82-90.—As a background for her discussion, the author describes the vast legislative changes in the social welfare structure in England in recent years and considers the present general position of social work in that country. The article deals further with the problems in education and training of psychiatric social workers, the distinction between the function of the psychiatric social worker and the psychiatrist, the use of the social worker in out-patient clinics, in mental hospitals, mental deficiency institutions, and the growing interest in the mental health aspects of social work within family casework agencies. The author sees an urgent need to define more clearly the function of the psychiatric social worker and recognize appropriate schools of training.—(L. B. Costin).

877. Binswanger, Ludwig. **La "Daseinanalyse" en psychiatrie.** ("Daseinanalyse" in psychiatry.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 154-158.—The term "existence" is replaced by the term "existential analysis" or "Dasein-analyse" which is equivalent to the term "anthropologic phenomenologic analysis." Dasein includes soul and body, conscious and unconscious, voluntary and involuntary, thought and action, it includes the being itself without any qualification. Daseinanalyse gives a new understanding of psychiatry. "What we have to understand is not delirium as such, but a 'delirious man'; it is the structure of his new way of 'being in the world,' which we have to understand."—(A. Manoil).

878. Birch, Jack W. (Pittsburgh (Pa.) Public Schs.) **Patterns of clinical services for exceptional children.** *Except. Child.*, 1953, 19, 214-222.—Representative kinds of clinics—child guidance, psychological, educational, reading, eye, hearing, speech, cleft palate, orthopedic, cerebral palsy and psychiatric—are described in terms of their purposes, kinds of staff, and scope of functions. Criteria for selecting or planning such clinics are implied.—(T. E. Newland).

879. Cottle, William C. (U. Kansas, Lawrence.) **Personal characteristics of counselors: I. Personnel Guid. J.**, 1953, 31, 445-450.—17 studies of the personal characteristics of counselors are reviewed, but it is concluded that these attempts to evaluate the counselors are sporadic and unrelated. Many of the reports are based on subjective judgment of a questionable nature, and the profiles on standardized tests vary considerably. It is felt that personality and interest inventories offer promising areas of investigation.—(G. S. Speer).

880. Dressel, Paul L., Shoben, E. J., Jr., & Pepinsky, Harold B. (Michigan State Coll., E. Lansing.) **Research in counseling: a symposium.** *Personnel Guid. J.*, 1953, 31, 284-294.—Although

each author approaches the topic individually, and from somewhat different points of view, there is general agreement that the problems lie in the experimental design, the definition of criteria, and the cost of adequate research projects.—(G. S. Speer).

881. **Fernandes, Barabona.** (U. Lisbon, Portugal.) *A higiene mental; nova utopia ou via eficiente de aperfeiçoamento humano?* (Mental hygiene; a new utopia or an efficient way to human perfection?) *J. brasil. Psiquiat.*, 1952, 1 (13), 44-69.—Mental hygiene is viewed as a grand inter-disciplinary collaboration (biological, sociological, psychological, pedagogical, medical, etc.) for the modeling of man to the maximum of his possibilities. English and French summaries.—(F. C. Sumner).

882. **Fraser, Grace E.** (Child Guidance Clinic of Marion County, Indianapolis, Ind.) *Handling audience anxiety in community education in mental health.* *J. psychiat. soc. Wk.*, 1953, 22, 110-114.—These principles for decreasing or dissolving audience anxiety are discussed: (1) Help the audience understand that realizable goals are possible in human relations; (2) Dilute the problem by having it talked over with an understanding person; (3) Assure the audience that change in attitudes and behavior takes time and labor; (4) The knowledge that training in parenthood definitely appears to improve skill; (5) Give each member of the audience opportunity to give to the others what he can from his experiences; (6) A permissiveness in the leader's attitude with a delineation of varied ways in child rearing; (7) A careful management of humour.—(L. B. Costin).

883. **Groth, L. B.** (Boston U., Mass.) *The formulation of a tool for the establishment of norms of group behavior.* *Group*, 1953, 15 (3), 17-21.—Norms of group behavior for boys, groups between the ages of 10-13 and 14-16 were developed on the basis of replies to questionnaires submitted to fifteen field work supervisors of group work students and fifteen students who were leading groups in these age ranges. Conclusions are offered in the nature of an exploratory study designed to point the way to more definitive research.—(D. D. Raylesberg).

884. **Hale, Peter P.** (V.A. Pittsburgh (Pa.) Regional Office.) *Dissuasive tools in counseling.* *Personnel Guid. J.*, 1953, 31, 451-452.—The use of a specific visual aid or sensory technique as a dissuasive tool has been found by some counselors to result in a reduction of counseling time and effort. Additional study and research is needed in this field.—(G. S. Speer).

885. **Hartmann, Otto Julius.** *Medizinisch-pastorale Psychologie.* (Medical pastoral psychology.) Frankfurt am Main: Vittorio Klostermann, 1952. 271 p. DM 16.50.—As defined in this volume, medical pastoral psychology encompasses primarily metaphysical phenomena. It is the author's contention that many psychiatric symptoms may be more meaningfully understood as extra-sensory or supernatural experiences. He contends that a nonmaterialistic rationale, based on the theosophic principles of Rudolf Steiner, offers a promising approach to seemingly irrational behavior and experiences. 180 brief case reports.—(H. P. David).

886. **Hogan, Richard A.** (Pepperdine Coll., Los Angeles, Calif.) *A theory of threat and defense.* *J. consult. Psychol.*, 1952, 16, 417-424.—"Threat is understood as occurring when experience is per-

ceived as inconsistent with learned conceptions and evaluations of self. Defense is conceived as a response to threat maintaining the self as conceived by denying or distorting the threatening experience. A defensive reaction reduces awareness of threat but does not resolve the threat. The self and its defense are susceptible to further threat. Threat and defense thus follow one another in successive levels." This theory is illustrated with excerpts from "client-centered" interviews. Implications of the theory for maladjustment, mental hygiene, and research are discussed.—(F. Costin).

887. **Kazan, Avraam T., Ostrow, Ellen K., Cummings, Ruth, & Kline, Milton V.** *Teaching mental hygiene: a problem in resistances.* *Psychiat. Quart. Suppl.*, 1953, 27, 1-21.—160 public health nurses learned mental hygiene slowly as a result of unconscious resistances, fears, and blind spots. The learning blocks persist even after interpretation of origins of resistance. The more advanced professionally the individual is, the greater the resistance.—(D. Prager).

888. **Klein, A. F.** (U. Toronto, Ont., Can.) *The effect of cultural variables on group work practice.* *Group*, 1953, 15 (3), 13-14.—Emphasizes the importance of knowledge of cultural determinants of behavior in understanding individuals who are not members of the dominant cultural group. Contends most social agencies are basically middle class in outlook and suggests cautions and guides to group workers to assist them in understanding individuals and groups who may not be part of the dominant middle class.—(D. D. Raylesberg).

889. **Knappe, C. S., & Walsh, E. A.** (James Connally AF Base, Tex.) *The role of the instructor in counseling.* *Train. Anal. Developm. Inform. Bull.*, 1952, 3(4), 8-12.—Defining counseling as "personally aiding an individual's adjustment to his situational stresses" to help him "function nearer his maximum...effectiveness," the writers describe their experience in setting up a counseling program on a voluntary basis without added personnel. Factors stressed are the participants' selection on an interest basis, taking initiative in contacting subjects, and minimizing paper work. A democratic atmosphere is considered essential.—(R. Tyson).

890. **Lifton, Walter M.** (U. Illinois, Urbana.) *A pilot study to investigate the effect of supervision on the empathic ability of counseling trainees.* Urbana, Ill.: Bureau of Educational Research, University of Illinois, 1952. 57 p. (Mimeo.).—Evaluation of a supervised practicum in counselor training is made through projective and inventory tests, and group session logs of the 7 trainees. It is tentatively concluded that "people usually identify [with clients] but learn to empathize"; this learning is affected by the counselor's own personality. 37 references.—(L. S. Baker).

891. **Ling, T. M.** *Mental health and the community.* *J. brasil. Psiquiat.*, 1952, 1 (13), 70-76.—On the basis of the author's experience at the Roffey Park Institute of Occupational Health and Social Medicine, England, where short term residential mental hygiene instruction of doctors, social workers from industry, mental health workers and senior nurses is given, the author attempts here to point out the matters which should be stressed in such a mental hygiene course: definition of mental health,

psychiatric background, contents of the instruction. Emphasis is placed heavily on the dynamics of interpersonal relationships rather than on psychotic matters. French and Portuguese summaries.—(F. C. Sumner).

892. Maclean, Malcolm S. (U. California, Los Angeles.) *Counseling and the Tower of Babel. Personnel Guid. J.*, 1953, 31, 357-362.—Some of the trends in counseling in this country are discussed. It is felt that these forces, and their growth in the past few years, have led to differentiation, the breakdown of communication, the rise of conflict, and the development of special interests. However, counselors are now moving toward synthesis and integration.—(G. S. Speer).

893. Massucco Costa, A. (Torino U., Italy.) *Esperienze di psicologia clinica in centri di orientamento e di selezione, in consultori nipiologici e medico-psico-pedagogici, in ospedali psichiatrici, a servizio della scuola di perfezionamento in psicopedagogia della università di Torino.* (Experiments of clinical psychology in centers of vocational guidance, nepiologic agencies and medico-psychopedagogic psychiatric hospitals, in the service of the school of the U. of Turin for psycho-pedagogic specialization.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 278-280.—The activity in the field of psychology of various institutions of Turin, Italy, the school for psycho-pedagogic specialization, the center for vocational guidance with a psychotechnic and an industrial psychology section, the nepiologic agency "E. Cacace," the medical-psychological-pedagogical office, the psychiatric hospitals of Collegno and the Superior institute of social psychology are presented with indication as to various researches already made.—(A. Manoil).

894. Murphy, Carol. *The ministry of counseling.* Wallingford, Pa.: Pendle Hill, 1952. 32 p. 35¢.—The religious counselor will need more than skills and techniques; he will need basic attitudes toward other persons of acceptance and love. Non-directive counseling is consistent with the Quaker approach to human relations, with permissive attitudes which rely upon inner growth rather than external coercion, manipulative adjustment, or problem-solving advice. Emphasizing the centrality of perceptions in controlling behavior the aim is to enable another person to recognize his own feelings and make his own decisions as he perceives the meaning of life in growing freedom and responsibility.—(P. E. Johnson).

895. Oppenheimer, Oscar. (Central Michigan Coll., Mount Pleasant.) *Freedom and mental health. Educ. Theory*, 1952, 2, 222-234.—Eight interrelated conceptions of freedom receive critical review. These include: economic freedom, political freedom, the striving of the child for independence, Rousseau's view of developmental freedom, Fromm's concept of "inner freedom," Kierkegaard's concept of "absolute freedom," and the "self-reliance" view of the intellectualist-humanists. Psychological aspects of the problem of "free will" are discussed, particularly problems involving guilt and responsibility. Several of the freedoms may be marshaled against the loneliness and anxiety produced by that absolute freedom which pervades human experience.—(A. E. Kuenzli).

896. Pacheco e Silva, A. C. *Mental health in industrial and rural occupations. J. brasil. Psiquiat.*,

1952, 1, 204-207.—In all civilized countries mental hygiene provisions lag behind physical hygiene measures despite the fact that conditions making for mental ill-health are rapidly increasing, particularly in industrial and rural occupations.—(F. C. Sumner).

897. Salinger, Malcolm D., Jr. (Western Reserve U., Cleveland, O.) *Community-centered counseling in the Glenville Branch Y.M.C.A., Cleveland, Ohio. Counseling*, 1953, 11 (2), 1;4.—Describes the development of an individual and group counseling program for boys, with emphasis on inter-group relations. Vocational understanding of the boys was seen to be an integral part of their intercultural understanding. The results of the program were evaluated on a qualitative basis.—(F. Costin).

898. Sroka, Karl. *Gesundheitswesen und soziale Sicherheit.* (Health and social security.) *Psychologie*, 1953, 5, 93-100.—As national and international insecurity is intensified the need for individual security becomes more pressing. Medical science must broaden its responsibility to provide a program of mental hygiene, support for chronic invalids, vocational and personality guidance, applied eugenics, as part of a program of preventive medicine.—(T. C. Kahn).

899. Steiner, Lee R. *A practical guide for troubled people.* New York: Greenberg, 1952. 299 p. \$3.50.—This "is not an attempt to offer one more panacea. It is intended for the individual, still in possession of his reasoning powers, but who, nevertheless, feels the need for some guidance with his life problems. Since the present organization of psychological services designed for his comfort is rather complicated, I shall review these intricacies for him in such a manner as to enable him to select the most adequate advisor for his particular woe."—(S. Hutter).

900. Titone, Renzo. *Nuovi orientamenti della psicologia clinica negli Stati Uniti.* (New orientation of clinical psychology in U.S.A.) *Salesianum*, 1953, 15, 72-91.—A survey of clinical psychology as developed and practiced in the U.S. is presented. The article gives in its first part, a short historic development, definitions, delimitation of the scope of clinical psychology, and applications; the second part presents the methods of psychotherapy. Bibliographical footnotes.—(A. Manoil).

901. Vordenberg, Wesley. (Florida State Coll., Tallahassee.) *The impact of personal philosophies on counseling. Personnel Guid. J.*, 1953, 31, 439-440.—The personal philosophies of the counselor and student are basically related to the counseling situation. The counselor must understand the philosophies of the counselor and student are basically related to the counseling situation. The counselor must understand the philosophy of the student as well as his own philosophy, and the relation these have to the counseling.—(G. S. Speer).

902. Wyatt, Frederick. *Review of psychiatric progress 1952: Clinical psychology. Amer. J. Psychiat.*, 1953, 109, 500-503.—This review limits itself to a discussion of a number of books that appear characteristic for the progress of psychology as the science of behavior and experience. 19 books are so considered.—(F. W. Snyder).

(See also abstracts 211, 213, 214, 219, 225, 750, 1451, 1541)

Methodology, Techniques

903. Bourdon, J. (Avenue Moliere 339, Bruxelles, Belgium.), Flament, J., & de Waele, J. P. *Etude expérimentale de la réticence en narcoanalyse.* (An experimental study of reticence in narcoanalysis.) *Acta neurol. psychiat. belg.*, 1952, **52**, 476-497.—Barbituric subnarcosis is found diminishing the capacity of voluntary reticence in 50 to 33% of the normal individuals of this experiment. The percentage would no doubt be larger if individuals were subjected to more skillful questioning. Points of vulnerability are seen in the weakening of vigilance and faulty memory fixation. Reticence more easily breaks down when questions are indirect and in a more imprecise context. Retractions after confessing are frequently noted. The authors have noted the possibility of maintaining falsified declarations. —(F. C. Sumner).
904. Cameron, D. Ewen. (McGill U., Montreal, Can.) *A theory of diagnosis.* In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 33-45.—Diagnosis is a design for action affected by existing premises concerning power. The sterility of determinism as applied to the living organism and the decline of the idea of specific cause which is replaced by the notion of multiple causes indicate that the concept of diagnosis is changing.—(W. L. Wilkins).
905. de Alvarez de Toledo, Luisa G. *Contribución al conocimiento del significado simbólico del círculo.* (Contribution to the understanding of the symbolic significance of the circle.) *Rev. Psicoanal.*, B. Aires, 1951, **8**, 465-477.—The relevant literature on symbol formation in general, with emphasis on the circle and spiral as symbols in particular, is reviewed and revised in terms of the author's experience. The case history of a female patient offers an illustration of the use of this symbol to repress painful memory content. Various interpretations of its significance in the course of treatment succeeded in overcoming her conflict. 20 references. English, French, and German summaries.—(C. A. Schoper).
906. Deschin, Celia S. (State U. New York, Coll. Med., New York.) *Psychiatric casework interviewing as a research method in the human relations field.* *J. psychiat. soc. Wk.*, 1953, **22**, 128-134.—The author discusses the following major adaptations necessary if casework interviewing and related casework skills are to become important research tools: (1) identifying and establishing representativeness for the samples studied; (2) insuring the collection of similar and comparable data from the sample; (3) insuring accurate recording of the interview and making provision for some checks as to the interviewer's accuracy and objectivity; (4) making adequate provision for validating the data obtained through interviewing. —(L. B. Costin).
907. Herzog, Elizabeth. (Jewish Family Service, New York.) *One research project—a case history.* *Soc. Casework*, 1953, **34**, 191-198.—This paper presents an account of one part of a larger research project in a family agency in terms of steps taken, problems encountered, and lessons learned. The author discusses aspects of the necessary preliminary exploration, problems of selecting and assembling records, and in interpreting data and records, and problems encountered in interdisciplinary teamwork.—(L. B. Costin).
908. Hoch, Paul, & Zubin, Joseph. (Eds.) (Columbia U., New York.) *Current problems in psychiatric diagnosis.* New York: Grune & Stratton, 1953. vi, 291 p. \$5.50.—Proceedings of the Forty-first annual meeting of the American Psychopathological Association, June 1951. Basic psychiatric research is most advanced in the area of diagnosis, as compared with etiology, prognosis, or therapy, but is still weak and faced with complex problems. Papers are separately abstracted in this issue.—(W. L. Wilkins).
909. Hunt, William A. (Northwestern U., Evanston, Ill.), Wittson, Cecil L., & Hunt, Edna R. *A theoretical and practical analysis of the diagnostic process.* In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 53-65.—"Diagnosis is essentially a process of taxonomic categorization with prediction as its function." Provisional diagnoses on 794 naval enlisted men made at a pre-commissioning center were compared with those made at the hospital to which they were sent. There was 93.7% agreement that the men were unsuitable for military duty, 54.1% agreement with broad and 32.6% agreement with specific categories. Psychiatrists in hospital were much more likely to agree with earlier psychiatric judgment in areas of personality disorder and of psychosis than in the area of psychoneurosis.—(W. L. Wilkins).
910. Kadis, Asya L., Greene, Janet S., & Freedman, N. *Early childhood recollections—an integrative technique of personality test data.* *Amer. J. indiv. Psychol.*, 1952-53, **10**, 31-42.—Early recollections aid in integrating and making more meaningful the information from projective material (TAT). "...recollections, viewed as perceptions of the past, are predictions of present conduct, specifically in the way a subject pursues a goal and relates to others." "...recollections enable the observer to distinguish between characteristics which are functioning and those which are latent, thus organizing projective material around a point of relevance."—(A. R. Howard).
911. Lifton, Walter M. (U. Illinois, Urbana.) *Counseling and the religious view of man.* *Personnel Guid. J.*, 1953, **31**, 366-367.—3 criteria are suggested for the evaluation of the counseling situation: (1) the client's feelings of achieving a satisfactory solution to his problem; (2) the counselor's feeling that the client is doing what the counselor believes is most appropriate; and (3) the degree to which the client's solution coincides with the approved answer in terms of the morals of the society. Each of the religions may feel that one criterion deserves emphasis over the others. Until agreement is reached in religious orientation, counselors will have to select their own framework.—(G. S. Speer).
912. Loeb, C. (Genova U., Italy.) *L' inversione del rapporto figura sfondo nei malati mentali.* (The inversion figure-ground in mental patients.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 255-267.—Certain subjects in the Rorschach test give "white space" responses. This type of response has been differently interpreted, in normal and abnormal subjects. The author reports a series of experiments on 188 normal subjects and 206 mental patients made with the presentation of 8 ambiguous figures black

and white. The results show in normal subjects 24.4% spontaneous inversions and 20.4% guided inversions. Thus, there are no reasons for giving a psychopathologic meaning to inversions ground-figure appearing in Rorschach or other projective tests. Even in the study of normal subjects (48 subjects) as to personality characteristics this inversion does not seem significant. 16 references.—(A. Manoel).

913. Macdonald, Mary E. (U. Chicago, Ill.) **Some essentials in the evaluation of social casework.** *J. psychiat. soc. Wk.* 1953, 22, 135-137.—The author discusses the following essentials for evaluative research on social casework practice: (1) to make explicit, specific, and concrete the objectives toward which practice is directed; (2) to find a means by which the individual case may be readily assessed; (3) the judgment be made at an appropriate time; (4) to take cognizance of the possibility that the patients might have improved if left untreated.—(L. B. Costin).

914. Murphy, Gardner. (Menninger Foundation, Topeka, Kans.) **The patient's psychological resources in fighting diseases.** *Neuropsychiatry*, 1952-53, 2, 121-140.—Instead of looking only for disabilities in patients, psychologists should search for areas in the patient's life where he is adequate, satisfied, delighted, secure, and should explore his fundamental system of values, including religion.—(W. L. Wilkins).

915. Rackow, Leon L., Napoli, Peter J., Klebanoff, Seymour G., & Shillinger, Arnold A. (VA Hosp., Montrose, N. Y.) **A group method for the rapid screening of chronic psychiatric patients.** *Amer. J. Psychiat.*, 1953, 109, 561-566.—A group method for the rapid screening of chronic psychiatric patients is presented. The rating scale, which is statistically reliable and valid, involves the following 7 criteria: reality testing, emotionality communication, human relations, aspirations, manifest overt behavior, intellectual functioning. The ratings are performed in 2 group sessions one week apart with 10 patients in the group. The rating teams, different for each session, consisted of two persons, a psychiatrist and psychologist or 2 psychologists.—(F. W. Snyder).

916. Sanders, Richard (VA Regional Office, Milwaukee, Wis.), & Pacht, Asher R. **Perceptual size constancy of known clinical groups.** *J. consult. Psychol.*, 1952, 16, 440-444.—Reports an experiment on the effects of color, presentation sequence, and normality on the size-constancy phenomenon. Results suggest: (1) A different size-constancy index is produced by each of the 3 clinical groups used (normal, neurotic, psychotic). As personality disturbance increases, perceptual defensiveness increases by means of overcompensation. (2) Differential effects are produced by the interaction of the three variables tested, rather than any one of them per se. The authors conclude that the size-constancy phenomenon may be used with advantage in studying known clinical groups, and make suggestions for further studies of this type.—(F. Costin).

917. Shtark-Etan, H. **Hidushim b'torat "haasot-syatayot mitoh shena."** (Innovations on "association during sleep.") *Harefuah*, 1951, 41, 63-65.—Association of ideas of a sleeping individual, to find out his complexes, is to-day widespread as a psychotherapeutic way, e.g. in state of coma, especially

by insulin therapy. The use of histamin is useful in each psychopathic and neurotic state requiring psychotherapeutic treatment. But it gives no significant results, when we are to find facts, e.g. in forensic testimony. Description of cases is given.—(H. Ormian).

918. Sinick, Daniel. (V. A. New York Regional Office.) **First name or last? Personnel Guid. J.**, 1953, 31, 527-528.—Whether the client is addressed by his first or his last name may have great significance to him, and the counselor should be sensitive to the client's needs in this respect.—(G. S. Speer).

919. Stainbrook, Edward. **Some historical determinants of contemporary diagnostic and etiological thinking in psychiatry.** In Hoch, H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 3-18.—Earlier diagnostic difficulties arose from an empathic tendency to adhere to a monistic etiology and from nosological rigidity imposed by the concept of disease as *ens morbidum*. Attempts to reduce the propositions of the behavioral sciences to nothing but the propositions of the basic sciences of medicine, such as psychology, have resulted in premature and erroneous conclusions about antecedent and consequent in behavioral events.—(W. L. Wilkins).

920. Toman, Walter. (Harvard U., Cambridge, Mass.) **Pause analysis as a short interviewing technique.** *J. consult. Psychol.*, 1953, 17, 1-7.—"A clinical technique has been described in which the subject is asked to tell his life history into the microphone for 5 to 10 minutes. After that the subject and the experimenter (counselor, therapist) go over the record and analyze the pauses the subject made. Some quantitative results of 35 subjects have been mentioned and four examples given. Theoretical implications, advantages and disadvantages of this technique have been discussed."—(F. Costin).

921. Varma, M. **Validity of mental tests.** *J. Educ. Psychol.*, Baroda, 1952, 10, 123-127.—Mental testing serves two separate but not mutually exclusive purposes with respect to validity. One type, called "work-a-day," is concrete, external and predictive and the other, internal, should be secondary. This latter leads to identification of capacities and should be approached from academic, scientific, or philosophical standpoints. Findings in this type of research would result in improvements in the technique of the former type which, in turn, means information of even greater practicable value than at present.—(C. Schmehl).

922. Wood, Velma. (Guidance Center, Houston, Tex.) **Casework practice in mental health clinics.** *J. psychiat. soc. Wk.*, 1953, 22, 64-66.—Differences as well as common areas of agreement between practitioners of psychiatric social work and psychotherapists (in the analytic sense) are discussed. The article focuses on the psychotherapists' use of "unconscious material" and "transference phenomenon" as factors which differentiate the work of the psychotherapist and the social worker.—(L. B. Costin).

923. Wrenn, C. Gilbert. (U. Minnesota, Minneapolis.) **Counseling—helping students to help themselves.** *Train. Anal. Developm. inform. Bull.*, 1953, 4, 7-12.—Teachers are urged to consider the learner as well as what they teach. Counseling is contrasted with advice, which aims at control and lays full responsibility on the adviser. The counselor

may inform and clarify, but the subject should learn independent decision and judgment. Individual differences must be recognized. Test and interview procedures, properly applied, can aid the teacher-counselor.—(R. Tyson).

(See also abstracts 564, 1615)

Diagnosis & Evaluation

924. Amado, G., de Botton, J., Capul, M., & Carel, S. *Observations pratiques sur la valeur et les limites des tests de niveau chez les enfants inadaptés.* (Practical observations on the value and limits of tests of level in the case of unadjusted children.) *Enfance*, 1952, 5, 313-332.—Comparison is made between the scoring of unadjusted children by the referral agency and the subsequent scoring of the same children at the Center of Observation. Discordances were found in from 27% for tests other than the Binet-Simon to 40% of cases for the Binet-Simon. The scores obtained at the Center of Observation were in the majority of cases higher than those of the referral agency, allowances being made for maturation. It is believed that the Center of Observation affords advantages over the referral agency in the matter of dynamic and polyvalent observation which would exclude errors, and in the matter of disinhibitory circumstances of testing, etc.—(F. C. Sumner).

925. Bess, Bernard M., McGehee, Charles R., Hawkins, William C., Young, Paul C., & Gebel, Arnold S. (Louisiana State U., Baton Rouge.) *Personality variables related to leaderless group discussion behavior.* *J. abnorm. soc. Psychol.*, 1953, 48, 120-128.—"The purpose of this study was to demonstrate the extent of the consistency of LGD personality assessment with various other personality assessment procedures, specifically: the Rorschach test, analyses of interview protocols, the Guilford-Zimmerman Temperament Survey, and the UCPOC F scale." 25 references.—(L. N. Solomon).

926. Beck, Samuel J. (Michael Reese Hosp., Chicago, Ill.) *Rorschach's Test. III. Advances in interpretation.* New York: Grune & Stratton, 1952. viii, 301 p. \$5.50.—The advances in interpretation are illustrated in 7 test records for 4 patients, who are in psychotherapy or in psychoanalysis. All interpretations are presented in detail. Non-Rorschach test data from the social work and psychiatric records are also presented in detail. The book is divided into 7 chapters: (1) Concerning the personality, (2) Advances in interpretation, (3) An adolescent boy in psychotherapy, (4) Acute anxiety in a successful man, (5) An engineer and many women, (6) A boy in orthogenic school, (7) Synopsis and comment—critical and speculative. 2-page bibliography.—(S. Hutter).

927. Bellak, Leopold. (New York Med. Coll.), & Bellak, Sonya Sorel. *The supplement to the Children's Apperception Test (C.A.T.-S).* 10 pictures, with manual. New York: C.P.S. Co., P.O. Box 42, Gracie Station, 1952. 8 p.—"The CAT Supplement (CAT-S) was designed to supply pictures which might illuminate situations not necessarily pertaining to universal problems, but which occur often enough to make it desirable to learn more about them as they exist in a good many children. Ten pictures have

been designed, any single one of which may be presented to children in addition to the regular CAT." The manual suggests several methods for using the pictures, and presents limited normative data obtained on forty 6- and 7-year old children.—(S. Hutter).

928. Bendig, A. W. (U. Pittsburgh, Pa.) *The reliability of self-ratings as a function of the amount of verbal anchoring and of the number of categories on the scale.* *J. appl. Psychol.*, 1953, 37, 38-41.—A total of 225 college students rated themselves on how much they knew about 12 foreign countries. The rating scales differed in number of categories and in amount of verbal anchoring of scale points (center defined, ends defined, both center and end defined). Results indicated equal reliabilities for scales having 3, 5, 7, or 9 categories, but a decrease in reliability for 11 categories. Reliability increased as amount of verbal anchoring increased.—(H. W. Daniels).

929. Bertrán Saliati, Juan. *Posibles aplicaciones prácticas del test "rapidez de escritura."* (Possible practical applications of the speed-in-writing test.) *Rev. Psicol. Pedag. apl., Valencia*, 1952, 3 (5), 73-87.—Claparède saw some of the practical applications of the test based on the rapidity in writing, pointing out the possible correlation between the latter and general intelligence or special abilities. A few investigators have suggested a correspondence between intelligence and writing. The author's conclusion after investigating some subjects is that correlations between speed in writing and school achievement lack statistical significance, at least in other than the lower age brackets. In the latter, the speed-in-writing test can be considered a good one for determining school levels. English summary.—(E. Sánchez-Hidalgo).

930. Bills, Robert E. (U. Kentucky, Lexington.) *Rorschach characteristics of persons scoring high and low in acceptance of self.* *J. consult. Psychol.*, 1953, 17, 36-38.—"On the basis of a pilot study, 34 specific hypotheses were formulated relative to Rorschach variables present in the personalities of persons high and low in acceptance of self as revealed by the Index of Adjustment and Values. 50 new subjects with extreme acceptance of self scores were examined with the Rorschach test. Of the 34 hypotheses 23 were confirmed, 4 were denied, and 7 remain in doubt. It was concluded that distinct Rorschach personality characteristics distinguish subjects who are high in acceptance of self from those who are low in acceptance of self."—(F. Costin).

931. Horstmann, L. J., & Klopfer, W. G. (U. North Carolina, Chapel Hill.) *The Szondi Test: a review and critical evaluation.* *Psychol. Bull.*, 1953, 50, 112-132.—After recapitulating administration, scoring, and basic assumptions, the pertinent research is reviewed under the headings: Studies of Basic Rationale; Studies of Interpretive Hypotheses. These are in turn subdivided as Normative Studies, Variability of Test Behavior, Experimentally-induced Change. After discussion it is concluded that "although interpretation remains a tenuous process of undetermined validity, the data forming the basis of interpretive inference can be established with a high degree of consistency among observers." 45-item bibliography.—(M. R. Marks).

932. Calvin, A. D., & Holtzman, Wayne H. (U. Texas, Austin.) *Adjustment and the discrepancy between self concept and inferred self.* *J. consult. Psychol.*, 1953, 17, 39-44.—Major findings of this study, based on a population of 79 male college students, were as follows: (1) Corrected self-group discrepancy scores obtained by procedures described in study are sufficiently stable to be seriously considered as new measures of personality. (2) The more poorly adjusted an individual is, the more self-depreciative he appears to be. (3) Maladjustment (as judged within a restricted normal range by an individual's associates) is directly related to maladjustment as measured by the MMPI. (3) Individuals who show poor insight into their own level of adjustment are more likely to be maladjusted than those who show good insight.—(F. Costin).
933. Capurso, Alexander; Fisichelli, Vincent R., Gilman, Leonard; Guthell, Emil A., Wright, Jay T., & Paperte, Frances. *Music and your emotions.* New York: Liveright, 1952. 128 p.—A summary description of research currently in progress and sponsored by the Music Research Foundation is presented to support the view that systematic and skillful applications of music in neuropsychiatric hospitals can be a powerful adjunct to psychiatric treatment. To provide a framework within which organized research may be undertaken, the MELO Quadricle is included in the appendix. This is intended as a guide to the mood qualities and classification of some of the possible variables in the study of music on behavior (materials, effects, listener, and objectives).—(E. L. Gaier).
934. Cesa-Bianchi, M., Jacono, G., & Perugia, A. *Il disegno come mezzo diagnostico della personalita.* (Drawing as a diagnostic of personality.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 207-208.—The problem of the use of drawings as a means for personality diagnosis was investigated through the Wartegg test administered to 135 subjects, ages 13-14, junior high level. A factor analysis on data based on 1080 drawings has indicated three group factors.—(A. Manoil).
935. Chapin, Ned. *A dynamic approach to the TAT.* *Psychiat. Quart. Suppl.*, 1953, 27, 62-89.—Psychologically revealing information can be obtained about a subject's personality without ever seeing the verbatim TAT protocol. The TAT is superior to other instruments. Projective techniques are the most revealing of personality for clinical time and labor invested. 18 references.—(D. Prager).
936. Corsini, Raymond J., & Fassett, Katherine K. *The validity of Wechsler's Mental Deterioration Index.* *J. consult. Psychol.*, 1952, 16, 462-468.—In order to study the validity of Wechsler's Mental Deterioration Index, a population of adult male San Quentin prisoners, who had been given the Wechsler-Bellevue, were compared with Wechsler's own population. An analysis of the different subtests and combinations of subtests was made for each of the groups. It is concluded that serious clinical use of Wechsler's Mental Deterioration Index should be discontinued. The author recommends that the comparison of all verbal to all performance tests (VPR) be evaluated for its clinical usefulness, since it was just as good an indicator of mental deterioration as the MDI with Wechsler's population, and a better indicator in some respects with the San Quentin population. 18 references.—(F. Costin).
937. Drake, L. E. (U. Wisconsin, Madison.) *Differential sex responses to items of the MMPI.* *J. appl. Psychol.*, 1953, 37, 46.—A 43-item key was constructed which differentiated between male and female undergraduate students. A test-retest (group form vs. card form) reliability of .80 was obtained. It is concluded that sex is an important factor in establishing criterion groups, especially for scale construction of this type of inventory.—(H. W. Daniels).
938. Dühler, Ernst. *Erfahrungen mit Finger-malerei.* (Experiences with fingerpainting.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, 1, 115-116.—The unstructured materials used in fingerpainting encourage the child to express himself freely. Retarded children and those with emotional difficulties can be led from fingerpainting to more representational drawing and painting with pencil and brush.—(A. O. Ross).
939. Ellis, Albert. *Recent research with personality inventories.* *J. consult. Psychol.*, 1953, 17, 45-49.—All research on personality inventories published between January, 1946 and December, 1951 was surveyed. Instances are described in which inventories discriminate significantly as well as those in which they do not. In general, personality inventories do not show significant group discriminations in the areas in which they are commonly used. "When these inventories are most effectively used, they tend to become equally as time consuming as alternative psychodiagnostic procedures. 19 references.—(F. Costin).
940. Estes, Betsy Worth. (U. Kentucky, Lexington.) *Influence of socioeconomic status on Wechsler Intelligence Scale for Children: an exploratory study.* *J. consult. Psychol.*, 1953, 17, 58-62.—Data obtained from the WISC were compared for 2 groups of children from upper and lower socioeconomic levels. Findings: (1) The upper group as a whole was superior to the lower group. When compared with respect to age, the difference was significant at the 7.5 year level, but not at the 10.5 year level. (2) Using an achievement test as the criterion, the WISC did not predict better for one group than for the other. (3) There were no group differences in the pattern of scores.—(F. Costin).
941. Ewing, Russell M., & Stevenson, Margaret. (Camp Hill Hosp., Halifax, N. S.) *A report on Rorschach "populars."* *Bull. Marit. psychol. Ass.*, 1953 (April), 15-18.—A tabulation was made of the common or "popular" responses on the Rorschach ink plots for 359 patients at Camp Hill Hospital. Ten responses were found which met a criterion of one in five. There was close agreement between these ten responses and a list of six which Hertz has listed as having probable universal popularity.—(W. F. Grether).
942. Fiske, Donald W. (U. Chicago, Ill.), & Baughman, Emmett E. *Relationships between Rorschach scoring categories and the total number of responses.* *J. abnorm. soc. Psychol.*, 1953, 48, 25-32.—"On the basis of these data, we agree with Cronbach that scores based on frequencies of responses in particular scoring categories are unsatisfactory psychological measures and that taking these scores as percentages of R is only a partially adequate solu-

tion to the problem." 22 references.—(L. N. Solomon).

943. Foulds, Graham. (Runwell Hosp., Wickford, Essex, Eng.) **A method of scoring the T.A.T. applied to psychoneurotics.** *J. ment. Sci.*, 1953, 99, 235-246.—A scoring system based on frequency of theme in dysthymic and non-dysthymic women is used to illustrate how a numerical score can be arrived at. Scores are related to productivity and fluency, and results are fairly congruent with clinical judgment.—(W. L. Wilkins).

944. French, Elizabeth G., & Yarnold, James K. (Personnel Res. Lab., Lackland AFB, San Antonio, Tex.) **The relationship between attitude survey scores and neuropsychiatric breakdown.** *USAF Hum. Resour. Res. Cent., Res. Bull.*, 1952, No. 52-38, v, 9 p.—Scores on an experimental Attitude Survey, a 32-item inventory dealing with attitudes towards various aspects of Air Force life, are shown to have utility for predicting later neuropsychiatric breakdown. Tests were administered prior to neuropsychiatric breakdown and cross validation studies were carried out.—(A. Chapanis).

945. Fry, Franklyn D. (V. A. Regional Office, Wilkes-Barre, Pa.) **Manual for scoring the Thematic Apperception Test.** *J. Psychol.*, 1953, 35, 181-195.—This is an effort to make scoring the TAT efficient yet simple, diagnostic and differentiating, and flexible in involving just one or all twenty protocols. If the S's projections seem pathological a more detailed evaluation may be made. Categories used in this new scale are: predominant character, subordinate character, environmental forces acting upon the predominant character, attitudes or feelings of this character, life phase of the character, quality of the protocol, reaction of the character to the outcome of the event, prevailing goals manifested by the predominant character, and finally "direction of vectors" which means themes or goals both permitted by law and accepted by the community. Several of these categories have subdivisions.—(R. W. Husband).

946. Fry, Franklyn D. (V. A. Regional Office, Wilkes-Barre, Pa.) **TAT scoring blank.** *J. Psychol.*, 1953, 35, 197-200.—This TAT scoring blank was developed to accompany the preceding description of a scoring scale (see 28: 945). Some of the categories involve only one check-mark, others have dichotomies or several subdivisions. Totally, there are more than 120 tally marks called for.—(R. W. Husband).

947. Gavini, Hélène. **Etude des résultats obtenus à deux passations des tests de Pintner et Paterson séparées par un intervalle de temps moyen de 33 mois.** (A study of results obtained from two passings of the Pintner-Paterson tests separated by an interval of time averaging 33 months.) *Enfance*, 1952, 5, 301-312.—43 boarding school boys (6 to 15 years of age) with mental or character deficiencies were subjected to the Pintner-Paterson test twice spaced by an interval averaging 33 months. The mean IQ remained practically the same for the two examinations and there existed a positive correlation between the 2 series of measures. The highest IQs have a tendency to decrease while the lowest have a tendency to increase. Two hypotheses for the contraction of the distribution of the results are advanced: (1) uniforming influence of the group upon the individual (boarding school); (2) the mode of pupil selection and psychopedagogical therapy.—(F. C. Sumner).

948. George, C. E. **Some unforeseen correlates between the studies of Shaw and Wallen.** *J. abnorm. soc. Psychol.*, 1953, 48, 150.—The data from these two studies (see 23: 773, 1777) indicate that there is a negative relationship between the more sexually suggestive Rorschach cards and the frequency with which they are preferred.—(L. N. Solomon).

949. Gibby, Robert G. (VA Regional Office, Detroit, Mich.) **Examiner influence on the Rorschach inquiry.** *J. consult. Psychol.*, 1952, 16, 449-455.—"The major concern of this research was to determine the influence of the stimulus value of the examiner on the inquiry of the Rorschach test." Subjects and procedure: (1) A group of 240 individuals was randomly examined by 12 examiners, who made "non-standardized" inquiries. (2) A group of 135 individuals was randomly examined by 9 examiners who administered a "standardized" inquiry. It is concluded that "examiners who administered a standardized inquiry differ among themselves as to the changes that occur from the free association to final response following the inquiry. When the inquiry was standardized, differences among examiners still persisted." The study points up the importance of considering the stimulus value of the examiner in the production of Rorschach responses.—(F. Costin).

950. Granick, Samuel, & Smith, Leon J. **Sex sequence in the Draw-a-Person Test and its relation to the MMPI Masculinity-Femininity Scale.** *J. consult. Psychol.*, 1953, 17, 71-73.—185 male and 386 female college students in a general psychology course were administered the Draw-a-Person test and the MMPI M-F scale. The sex of the figure drawn was noted and compared with the score made on the M-F scale. Results: (1) All subjects tended to draw their own sex. Same-sex drawings was significantly greater for males than females. (2) The M-F scale differentiated significantly between males and females. (3) There was no relationship between the sex sequence of figures drawn and scores on the M-F scale.—(F. Costin).

951. Jaur, J. M. **Etude expérimentale sur le test de Zulliger.** (Experimental study of the Zulliger's test.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 159-166.—The test of Zulliger is made up of three plates, (1) white and black, (2) polychrome, (3) black and red, chosen from ink-blot pictures given to 1500 subjects and assessed through Rorschach and Behn series. Zulliger is a group test administered by the projection of the plates on a screen. The author considers Zulliger's test as a "synthetic elaboration of valuable elements of Rorschach, which facilitates an extended and simplified application."—(A. Manoil).

952. Keehn, J. D. (Maudsley Hosp., London, Eng.) **Rorschach validation. II: The validity of colour shock in the diagnosis of neuroticism.** *J. ment. Sci.*, 1953, 99, 224-234.—All major indices of color shock are reviewed, with the conclusion that the experimental evidence offers little or no support for the continued use of color in the diagnosis of neuroticism or for the supposition that the signs of shock are due to the presence of color. 42 references.—(W. L. Wilkins).

953. Keislar, Evan H. (U. California, Los Angeles.) **Test instructions and scoring method in true-false tests.** *J. exper. Educ.*, 1953, 21, 243-249.—A study was performed to discover the merits of using the correction formula in true-false tests at the

college level when students are informed only as to how the test is to be scored. "If the response set to omit items is taken as the measure of some personality trait, it seems fairly certain that the effect of this personality characteristic is small under these test conditions. Some merit may be found in the practice of wording instructions so as to encourage students to answer on the basis of good 'hunches' and at the same time to avoid wild guessing."—(E. F. Gardner).

954. Kureth, Genevieve; Muhr, Jean P., & Weisgerber, Charles A. (U. Detroit, Mich.) Some data on the validity of the Wechsler Intelligence Scale for Children. *Child Developm.*, 1952, 23, 281-287.—Using groups of 50 five-year olds and 50 six-year-olds, Binet Form L and WISC scores are compared. The WISC scores were all lower by 5 to 13 points. Individual chances for lower WISC scores are about 7 in 10. WISC subtests are given statistical treatment.—(L. S. Baker).

955. Leal, Angelino, & Pascual, Pablo. El "test musical psicodiagnóstico" de Mario Newton Filho y su aplicación en nuestro medio escolar. (Mario Newton Filho's musical psychodiagnostic test and its application in our school milieu.) *Rev. Psicol. Pedag. apl., Valencia*, 1952, 3 (5), 133-136.—A description is made of the musical diagnostic test constructed in Brasil. The test consists of six musical records, which are submitted to the children for their interpretation. Its objective is to study the spontaneous reactions of the subject to the music. These responses are then analyzed on the basis of different criteria and they may offer a synthesis of the subject's personality. Its application by the writers to subjects in Valencia revealed that among boys diffuse, happy, sad, and inadequate reactions were more common. Girls were more characterized by the formal, static descriptions and interpretations. A greater homogeneity in girls' reactions was discerned. The hypothesis behind the test is that music may be a good approach to the study of personality. Analogies between it and the Rorschach are suggested.—(E. Sánchez-Hidalgo).

956. Levine, Murray, & Galanter, Eugene. (U. Pennsylvania, Philadelphia.) A note on the "Tree and Trauma" interpretation in the HTP. *J. consult. Psychol.*, 1953, 17, 74-75.—The assertion by Buck that the tree drawing in the HTP test can be used as an indicator of trauma in the past experiences of the subjects was formulated as an hypothesis and tested. 27 hospitalized paraplegic veterans were asked to "draw a tree." Only 7 of the drawings contained traumatic indicators. An analysis of these led the authors to conclude that "...the hypothesis may have some degree of validity in terms of a broad approximation of the time of injury but statements concerning more exact localization in time are not supported by our data."—(F. Costin).

957. Lodge, George T., & Steenbarger, Charles J. (VA Hosp., Lebanon, Pa.) Charting the course of the Rorschach interview. *J. gen. Psychol.*, 1953, 48, 67-73.—The use of a coaction compass in analyzing Rorschach protocols is suggested with which in most instances meaningful and reasonable interpretations may be achieved. This method is based upon the coaction viewpoint of personality which allows a correlation and systematization of various facts of be-

havior patterns and psychopathology which were previously only loosely organized.—(M. J. Stanford).

958. Lotsaf, Erwin J. (Ohio State U., Columbus.) Intelligence, verbal fluency, and the Rorschach Test. *J. consult. Psychol.*, 1953, 17, 21-24.—"Thirty undergraduate students were administered individual Rorschachs. The subjects also gave verbal descriptions of five hypothetical situations. Intercorrelations were obtained for some of the Rorschach scoring categories and three verbal descriptive scores. The correlations were then subjected to a factor analysis. The following four factors were obtained: 'Verbal Intelligence,' 'Productivity,' 'Elaboration,' and 'Individuality.'" It appears that Rorschach determinants are related to language measures.—(F. Costin).

959. Maradie, Louis Joseph. (U. Kentucky, Lexington.) Productivity on the Rorschach as a function of order of presentation. *J. consult. Psychol.*, 1953, 17, 32-35.—20 subjects were presented with 10 different randomized sequential orders of standard Rorschach plates in a latin-square design. Data revealed that: (1) "Irrespective of the order of the cards, the position of the cards is of importance with later-appearing cards producing more responses than earlier-appearing cards." (2) Irrespective of order of presentation or sequential relationship, cards themselves differed in number of responses. Card X evoked more responses than any other. The author concludes that "the positional effect, quite apart from color, could account for increased productivity in later-appearing cards."—(F. Costin).

960. Massucco Costa, A., & Remondino, C. (Torino U., Italy.) Confronto di tecniche diagnostiche di scelta (Szondi e Moreno). (Comparison of diagnostic techniques of choice (Szondi and Moreno).) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 283-285.—This is a communication on a research concerning (1) the comparison between the Moreno sociometric technique and Szondi test applied to group structure, (2) the comparison of the personality of the individuals making up the group as viewed through Moreno technique and Szondi test. The results show a certain correlation between the two tests.—(A. Manoil).

961. Merrill, Reed M., & Heathers, Louise B. (U. Washington, Seattle.) Deviations of Wechsler-Bellevue subtest scores from vocabulary level in university counseling-center clients. *J. consult. Psychol.*, 1952, 16, 469-472.—An evaluation of the use of patterns of subtest score deviations from W-B vocabulary scores as an aid in diagnosing personality disorders. The authors interpret their data as meaning it is inadvisable to attribute diagnostic significance to an individual's subtest-score deviations on the W-B unless one has supporting evidence from other evaluative instruments.—(F. Costin).

962. Muenier, Jean-Alexis. Points de vue sur la graphologie. (Points of view on graphology.) *Bull. Gr. Etud. Psychol., Univ. Paris*, 1952, 6, 453-454.—In France, at the upper University level graphology is considered as an "auxiliary psychological technique" (D. Lagache) of a rather uncertain scientific value (Pichot). Nobody denies the principle of the projective value of handwriting, but the lack of scientific systematization of the publications defining this young science up to now accounts for the lack of seriousness with which it is regarded in the university circles. After reviewing the various criticisms of graphology, the author reminds the reader

that there are a few serious experiments on the subject and quotes the work of Cantril and Hull. "There are in the present, however imperfect, state of graphology a certain number of sound principles on which it is possible to rely reasonably..."—(D. Bélanger).

963. Nash, Helen T., Margolin, Joseph R., & MacGregor, Robert. A method for systematizing Rorschach evaluation. *J. gen. Psychol.*, 1953, 48, 195-208.—In their research for group therapy the authors used among other instruments the Rorschach and found the following categories helpful for the examination of the functioning of the patient in his social setting: (1) accessibility to emotional stimulation; (2) special personality functions; (3) manifestations of disturbance, and (4) characteristic attitudes. These 4 attributes were considered in terms of a certain number of functions. The authors suggest that their method may be useful in other psychological settings especially when there are large quantities of Rorschach data.—(M. J. Stanford).

964. Palmer, James O. (Washington U., St. Louis, Mo.) A note on the intercard reliability of the Thematic Apperception Test. *J. consult. Psychol.*, 1952, 16, 473-474.—Growing out of a classroom demonstration, this study tested the consistency with which the personality of the storyteller is reflected from one TAT card to another. Conclusion: "the idiosyncratic contribution of the storyteller can be identified from card to card, even by untrained judges...this reliability may vary considerably from picture to picture and indicates the need for a more comprehensive and refined study."—(F. Costin).

965. Rothney, John W. M. (U. Wisconsin, Madison.), & Heimann, Robert A. Development and applications of projective tests of personality. *Rev. educ. Res.*, 1953, 23, 70-84.—Much of the research on projective techniques during the years 1949-52 indicates an awareness of the necessity for better validation of the projective instruments in order to get away from the dogmatic assertions and unproved claims which were common in the early days of research in this field. Many workers are genuinely concerned with "the adequacy of common and actuarial methods for the process." The 94 references discussed in this review treat validity and reliability, normative procedures, applications of projective techniques, new instruments such as the Children's Apperception Test described by the Bellaks, and miscellaneous discussions and reports on projective methods.—(W. W. Brickman).

966. Schlessner, George E. (Colgate U., Hamilton, N. Y.) Improving the validity of personality measures by use of overrating. *Educ. psychol. Measmt.*, 1953, 13, 77-86.—To improve the validity of the author's Personal Values Inventory, the L score (measure of overstatement or faking) is used to correct the inventory total score. The L score also has served to identify items that invite distortion. Revision of these items may be accomplished by: (1) asking them in the past tense about previous years, (2) changing the setting or context of the item, (3) balancing the item so that it does not obviously involve self-esteem or call for a violation of culture pattern of what is correct behavior.—(W. Coleman).

967. Schmidt, Frederick. (VA Hosp., Ft. Lyon, Colo.) Certain aspects of Wechsler-Bellevue scatter

at low IQ levels. *J. consult. Psychol.*, 1952, 16, 456-461.—Subtest scatter on the Wechsler-Bellevue was studied for 50 subjects whose IQ's ranged from 68-90 and 95% of whom had been diagnosed as neurotic. For comparison, another 50 subjects, with similar diagnosis and age range, but whose IQ's were above 110; were studied for W-B subtest scatter. Results: (1) Object-Assembly subtest in the "Low IQ Group" yielded a significantly high score. (2) Comprehension and Digit-Span subtests yielded significant deviations within the Low IQ Group. Explanation for these findings is given, and the point made that intelligence as a determinant of scatter pattern should be considered when using scatter analysis as a diagnostic indicator.—(F. Costin).

968. Sinick, Daniel. (V.A. New York Regional Office.) Anxiety in the testing situation. *Personnel Guid. J.*, 1953, 31, 384-387.—The psychometrist should be familiar with the manifestations and causes of anxiety, and sensitive to the needs of anxious clients. Some suggestions are offered for the relief of anxiety in the testing situation.—(G. S. Speer).

969. Sopchak, Andrew L. (U. Maine, Orono.) College student norms for the Minnesota Multiphasic Personality Inventory. *J. consult. Psychol.*, 1952, 16, 445-448.—Presents norms for the group MMPI based on 316 male and 166 female college students. Norms are described in detail, particularly with respect to sex differences. "Comparing the results of the present study with those of an earlier one indicates that results obtained in the same geographical area are more nearly alike than those obtained from other regions of the country."—(F. Costin).

970. Stern, Erich. Quelques remarques sur la valeur diagnostique du test de Szondi. (Some remarks on the diagnostic value of the Szondi test. *Psyché, Paris*, 1953, 8, 15-23.—A statistical study of the responses of 200 cases on the Szondi test shows that at least 50% of the pictures are reacted to in the same fashion by most of the cases, affording no differentiation among the cases. This tends to show that another series of pictures is needed before a decision can be made on the diagnostic value of the test.—(G. Beaud).

971. Stern, Erich. Der Thematic Apperception Test (TAT) als Hilfsmittel der Psychotherapie. (The Thematic Apperception Test as an aid of psychotherapy.) *Psyche, Heidelberg*, 1952, 6, 465-479.—Case histories and protocols illustrate the author's statement that the TAT is an excellent tool to interpret to a patient his own problems. The test facilitates the contact with the patient. According to the author, the TAT is important for short therapy.—(E. Barschak).

972. Stora, R. Influence du milieu sur les individus décelée par le test d'arbres. (Influence of the environment on individuals as revealed by the Tree Test.) *Enfance*, 1952, 5, 357-372.—4 groups of children (47 social cases 9 to 15 years of age; 40 boys, 11 to 13, in a religious orphanage; 30 boys, 6 to 9, belonging to the same orphanage; children 8 to 16 from fortunate but disorganized families) are asked to draw a tree, no matter what. Immediately follows a request to draw a second tree, no matter what. From the unexpected task of drawing a second tree imposed when the subject believed himself to have finished, we have something on the behavior of the subject in respect to his family environment. Some

sample drawings are reproduced. Certain criteria to be considered in the interpretation of the drawings are given.—(F. C. Sumner).

973. Stora, Renée. *Le test de personnages*. (Personages Test.) *J. Psychol. norm. path.*, 1953, 46, 219-231.—A description of a normalized projective test based on the play technique. It indicates the subject's personal conception of the world. A series of case reports illustrates the many possible applications of the test for diagnostic.—(G. Lavoie).

974. Tiedeman, David V. (Harvard U., Cambridge, Mass.), & Wilson, Kenneth M. *Development and applications of nonprojective tests of personality and interest*. *Rev. educ. Res.*, 1953, 23, 56-69.—The three-year period, 1949-52, was marked by the continuation of the trend in research toward emphasis on the Minnesota Multiphasic Personality Inventory, the Kuder Preference Record-Vocational, and the Strong Vocational Interest Blank. The 117 writings analyzed in this survey deal with factor studies of personality and interest, new and revised inventories, applications of the tests on various scholastic levels, test theory, and multivariate analysis and profile similarity.—(W. W. Brickman).

975. van Krevelen, D. Arn. *Die Anwendung des Pigem-Tests in der kinderpsychiatrischen Diagnostik*. (The diagnostic application of the Pigem-test in child psychiatry.) *Z. Kinderpsychiat.*, 1953, 20, 2-12.—A child's choice of animal as a presumptive reincarnation vehicle and his explanation of choice often reveals valuable diagnostic materials. The symbols represent the collective unconscious, but the personal interpretation represents the degree of deviation from the standard.—(G. Rubin-Rabson).

976. van Krevelen, D. Arn. *De tekening*. (Drawing.) Leiden: Stenfort Kroese, 1953. 198 p. Hfl. 8.90.—The drawing as an aid with the psychological judgment of child and adult. After considerations about drawing in the course of the development of the child, about drawing as an intelligence test—several drawing tests are discussed—and as a graphological document, special attention is given to the drawing test of Wartegg, which is deemed very suitable to the investigation of children. Moreover this test gives immediate points of contact for therapy, while it is thought indispensable in psychiatric and psychological child practice. 83 references.—(M. Dresden).

977. Weiskopf-Joelson, Edith A., & Lynn, David B. (Purdue U., Lafayette, Ind.) *The effect of variations in ambiguity on projection in the Children's Apperception Test*. *J. consult. Psychol.*, 1953, 17, 67-70.—50 nine-year-old children traced 10 pictures from Bellak's Children's Apperception Test. Parts of the contours of the pictures were omitted to increase the ambiguity. The amount of projection evoked by these pictures was compared with the amount of projection brought out by fully traced (less ambiguous) pictures. "The pictures with higher ambiguity elicited less projection than the less ambiguous pictures. This difference was shown to be significant well beyond the 1 per cent level." Implications of these results for the development of pictorial projective techniques are pointed out. 18 references.—(F. Costin).

978. Zaragoza, José. *Psicograma*. (Psychogram.) *Rev. Psicol. Pedag. apl.*, Valencia, 1952, 3(5), 101-132.—Klemm's technique is reported to be efficient in the measure of the sense of touch, eliminating all

possibilities of spatial recognition, either visual or tactile, of the edge of the disc by means of the cylindrical ring of which it is provided. In an introduction to the report, the following topics are discussed: aptitudes, theories of intelligence, differential psychology, different mental tests, and the use of the psychogram in the school and professional orientation of the individual.—(E. Sanchez-Hidalgo).

(See also abstracts 104, 105, 107, 1075, 1163, 1299, 1561)

Treatment Methods

979. Alexander, Franz. *Principles and techniques of briefer psychotherapeutic procedures*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 16-20.—Supportive and uncovering procedures are discussed and elaborated upon. Supportive procedures are generally considered to be briefer than the uncovering types of therapies; this contention is disputed by the author. Whether therapy is brief or long does not depend on whether it is a supportive or an uncovering procedure but, "depends on several factors which quantitatively cannot be precisely appraised in our present state of knowledge."—(J. A. Stern).

980. Appel, Kenneth E., Lhamon, William T., Myers, J. Martin, & Harvey, William A. *Long term psychotherapy*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 21-34.—Some of the factors influencing duration and outcome of therapy are reviewed. The similarity in results for a wide variety of psychotherapies is stressed and common denominators in psychotherapies are discussed. 28 references.—(J. A. Stern).

981. Ashby, W. Ross. (Burden Neurological Inst., Bristol, Eng.) *The mode of action of electroconvulsive therapy*. *J. ment. Sci.*, 1953, 99, 202-215.—Anesthesia and unilateral adrenalectomy leads after a few hours to a fall, in both mature and immature animals, of the cholesterol content in the other adrenal. An electrically induced convulsion causes adrenal cholesterol to fall. Hypophysectomy lessens the effect of the convulsion. 60 references.—(W. L. Wilkins).

982. Bainbridge, Grace; Duddington, A. E., Collingdon, M., & Gardner, C. E. *Dance-mime: a contribution to treatment in psychiatry*. *J. ment. Sci.*, 1953, 99, 308-314.—The dance-mime is essentially group therapy and aims at reestablishment of the individual's normal relationship to the group. It is the natural expression of emotional situations in symbol, and by performing it the individual can experience the feeling content which is not communicable through words.—(W. L. Wilkins).

983. Barthel, Else. (U. Leipzig, Germany.) *Psychotherapie und medizinische Pädagogik*. (Psychiatry and medical pedagogy.) *Psychiat. Neurol. med. Psychol.*, Leipzig, 1953, 5, 65-70.—"The psychotherapeutic work in the sense of medical pedagogy" of R. A. Pfeifer is described from the theoretic point of view and is illustrated with clinical examples.—(C. T. Bever).

984. Barton, Walter E. *Review of psychiatric progress 1952: Outpatient psychiatry and family care*. *Amer. J. Psychiat.*, 1953, 109, 531-534.—Selected publication in outpatient psychiatric care and in the use of family care in dealing with mental patients is reviewed. 14 references.—(F. W. Snyder).

985. **Bash, K. W.** Die Übertragung in der Praxis der Jungschen analytischen Psychologie. (Transference in the practice of Jungian analytical psychology.) *Psyche, Heidel.*, 1952, 6, 276-292.—Freudians as well as Jungians believe that transference is one of the most important phases of psychoanalysis. Although both schools of thought consider transference as a special case of projection, they differ in their interpretation. The author gives some interpretations of dreams to illustrate the Jungian concept of "animus" or "anima" projection.—(E. Barschak).
986. **Beilin, Harry.** (U. Connecticut, Storrs.) The community occupational survey and studies of occupational choice. *Personnel Guid. J.*, 1953, 31, 455-457.—The Career Pattern Study, which is here briefly described, will include the traditional community occupational survey, a survey of the self-employed, and a study of prevailing attitudes in a community toward specific occupations and classes of occupations, as well as the values the community sees in work.—(G. S. Speer).
987. **Bergman, Paul.** (Menninger Foundation, Topeka, Kans.) A religious conversion in the course of psychotherapy. *Amer. J. Psychother.*, 1953, 7, 41-58.—A case of religious conversion during psychotherapy is presented and analyzed as to the motivations, feelings, and thoughts of the patient. Interpretations are presented and the therapist's attitude toward his patient's religious and other values discussed.—(L. N. Solomon).
988. **Bernard, Viola W.** Psychoanalysis and members of minority groups. *J. Amer. psychoanal. Ass.*, 1953, 1, 256-268.—Fuller knowledge of the minority group patient's ways of life and those of his parents help in establishing effective communication and rapport throughout analysis. More transcultural analyses and greater cultural diversity among analytic trainees can help stimulate closer attention within the personal training analyses to cultural aspects of personality functioning. This attention will help to safeguard the countertransference from intergroup prejudices in these analysts' treatment of patients of diversified group membership.—(D. Prager).
989. **Blum, Ernst.** Grundsätzliches zur psychotherapeutischen Situation. (Some principles in the psychotherapeutic situation.) *Psyche, Heidel.*, 1952, 6, 536-556.—That the real meaning of illness is a need and the request on the part of the patient for help is the starting point of the author's discussion of certain fundamental concepts of the psychotherapeutic situation. Cooperation and friendship, communication and sympathy, talk and silence, understanding, guilt, and conscience are analyzed as concepts important to understand the psychotherapeutic situation.—(E. Barschak).
990. **Bobbitt, Joseph M., & Clausen, John A.** Psychotherapy and its public health implications. In *Mowrer, O. H., Psychotherapy*, (see 28: 1048), 171-201.—The techniques in individual psychotherapy that result in improved interpersonal relations are discussed and related to the techniques of education that are of value in the public health problems of preventive mental hygiene. Special attention is paid to the values of mass media, group discussion and decision, and responsible group leadership in such educational efforts. The research needs of this area are outlined.—(C. M. Louttit).
991. **Brambilla, S.** Daseinanalyse: scienza, non filosofia. (Daseinanalyse: science, not philosophy.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 181-183.—The problem of the usefulness of the phenomenologic-anthropologic point of view as proposed by Binswanger with reference to the understanding of mental abnormality is presented. Using in the study of psychoses and neuroses the criteria of Daseinanalyse does not mean denying the relationship between mental illness and somatic conditions; it means presenting systematically those data which in the patient represent modifications "of the fundamental structure... of being in the world."—(A. Manoil).
992. **Brotsky, I.** (Jewish Association for Neighborhood Centers, New York.) Group counseling and social group work. *Group*, 1953, 15 (3), 3-12.—Group counseling is becoming an increasingly useful tool in family life education. Values and limitations of the method are listed and a number of types of programs are analyzed. It is recommended that increased collaboration between social case workers and group workers be encouraged in order to improve programs of family life education sponsored by social agencies.—(D. D. Raylesberg).
993. **Bugental, J. F. T.** (U. California, Los Angeles.) A method for assessing self and not-self attitudes during the therapeutic series. *J. consult. Psychol.*, 1952, 16, 435-439.—This article is concerned with the description of a method which extends Raimy's PNAV technique for studying a client's self-references during psychotherapy. The author call his analysis the "Conceptual Matrix" method. It is composed of references to the self, the non-self, and the interrelations within and between these two poles. Although at this stage of development the method is still considered to be "crude and cumbersome," the author feels that with further refinement it has good possibilities for coordinating diagnosis, progress checks, and evaluation of therapy results.—(F. Costin).
994. **Castiglione, G.** (Pavia U., Italy.) Presentazioni tachistoscopiche. (Tachistoscopic presentations.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 195-207.—Ten frames representing humans and animals, differently colored and partially confused with the background, the background itself being varied, were presented to 103 subjects aged 7-17, for intervals of .2 second each. The subjects were seated at a small table in a dark room and had to say what they saw. A detailed analysis of the results is presented with verbatim reproduction of experimental protocols for the ten frames, by age groups. The results were tallied by use of symbols such as C for color, F figure, CF, mixed answers, etc. Graphic representation, distribution of results by deciles, and intercorrelation of various categories are presented.—(A. Manoil).
995. **Chaskel, Ruth.** Short-term counseling: a major family agency service. *Social Wk J.*, 1953, 34, 20-23.—The question is raised as to whether or not family agencies should consider short-term counseling. The author then describes how one agency went about setting up a short-term counseling service. 3 types of cases that can be handled by this procedure are described.—(L. Long).
996. **Christoffel, Hans.** Psychoanalysis sub specie verbi ac ludii. (Psychoanalysis in the form of

word and play.) *Schweiz. Z. Psychol. Anwend.*, 1953, 12, 5-15.—A distinction is made between classical analysis (sub specie verbi) which is concerned with adults and analysis of children (sub specie ludi) which has grown out of the former during the last quarter of a century. As Freud has insisted, psychoanalysis is never complete and is constantly developing. Discussion centers around transfer, role-play of the "persona," and play-acting as a primordial function. 53 references.—(K. F. Muenzinger).

997. Coble, James C., Conner, Loren E., & Lockwood, Wallace V. An analysis of the response to follow-up letters to patients who fail to keep Mental Hygiene Clinic appointments. *Amer. J. Psychother.*, 1953, 7, 289-301.—The relation of follow-up activity to the resumption of treatment with out-patient veterans who had discontinued psychotherapy without prior planning with their therapist is discussed. "It could not be demonstrated that: (1) Follow-up activity resulted in a significantly greater number of returns than no follow-up. (2) Any particular type of follow-up activity was superior or inferior to any other. (3) Patient characteristics, which have generally been associated with a higher probability for the successful completion of a course of out-patient psychotherapy, occurred with a significantly greater frequency in the response than in the non-response group."—(L. N. Solomon).

998. Corcoran, Mary E. Review of psychiatric progress 1952: Psychiatric nursing. *Amer. J. Psychiat.*, 1953, 109, 526-527.—The event of national nursing organizations merging their membership into 2 organizations and the results of these activities are discussed. Some unusual differences in the programs of advanced psychiatric nursing in 3 universities are reported. Virginia reports the appointment of a psychiatric nurse consultant in the office of the Commissioner of the Department of Mental Hygiene and Hospitals. Nurse participation in research is reported by the Boston Psychopathic Hospital.—(F. W. Snyder).

999. Crutcher, Hester B. Review of psychiatric progress 1952: Psychiatric social work. *Amer. J. Psychiat.*, 1953, 109, 529-531.—The American Association of Psychiatric Social Workers achievements and goals on their 25th anniversary are reported. Some statistics from the report for the President's Commission on Health Needs of the Nation are given. Several articles by Association members are briefly reviewed. The trend of publication has been in defining and interpreting the role of the psychiatric social worker.—(F. W. Snyder).

1000. Darc, Ellen. Das erlösende Schweigen. (The redeeming silence.) *Psychologe*, 1953, 5, 106-108.—Silence is capable of mobilizing a depth of feeling which eludes all other media. Silent contemplation is therapeutic and releases hidden strength. Words have healing influence only if they are rooted in contemplation.—(T. C. Kahn).

1001. Dyrud, Jarl E., & Riich, Margaret J. Multiple therapy in the treatment program of a mental hospital. *Psychiatry*, 1953, 16, 21-26.—Multiple therapy, treatment of a patient by more than one psychotherapist at the same time, is discussed in relation to 7 cases. It is felt that this type of work facilitated individual therapy when progress seemed blocked.—(C. T. Bever).

1002. Faatz, Anita J. (U. Pennsylvania, Philadelphia.) The nature of choice in casework process. Chapel Hill, N.C.: The University of North Carolina Press, 1953. xii, 141 p. \$3.00.—Set forth in this volume are the author's convictions and conclusions as to how clients make significant "choices" throughout the casework process. Part I (4 chapters) presents a theoretical framework for viewing the nature of client change. This orientation stems basically from the psychology of Otto Rank. Part II (9 chapters) describes specifically what seems to go on as the client gains insight into his needs and moves into the direction of making significant and constructive choices for himself.—(L. B. Costin).

1003. Fiedler, Fred E. Quantitative studies on the role of therapists' feelings toward their patients. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 296-315.—Research on the role which the therapist's feelings play in the therapeutic relationship is reviewed. "Good therapeutic relationships appear to be essentially similar in three different schools which employ different methods of treatment and which operate on the basis of different personality theories. We have also presented evidence suggesting that the therapist is primarily responsible for the character of the therapeutic relationship and that the patient exerts a limiting or constraining force in the relationship. We have finally indicated that certain feelings on the part of the therapist seem to be prerequisite for the free expression of patients' feelings and for the development of idealization of the therapist."—(C. M. Louttit).

1004. Fisher, Charles. Studies on the nature of suggestion: Part I. Experimental induction of dreams by direct suggestion. *J. Amer. psychoanal. Ass.*, 1953, 1, 222-255.—Suggestions by the analyst that the patient have dreams are accepted. The content of the suggestion influences the content of the dream produced. Failure to dream relates to overt or latent hostility. After being given suggestions the behavior of analysts resembles that of hypnotic subjects. There may not be anything specific about the hypnotic state. It differs only quantitatively from other states of induced regression such as the psychic state of the analyst. 31 references.—(D. Prager).

1005. Fisher, Kenneth A. Psychoanalysis: a dialogue. *Psychoanalysis*, 1952, 1 (3), 17-30.—Two friends, a New York psychoanalyst and a writer of fiction and literary criticism, meet and talk. In the course of the dialogue, the writer compares the authoring of a novel to the work of the analyst, with the analyst concluding that his is the more difficult task. The analyst indicates the steps he takes to have his patient make clear how he feels, insisting at all times that the patient assume full responsibility for all his acts. The dialogue ends with a discussion of the preparations that are made for the termination of analysis.—(L. E. Abt).

1006. Fliess, Robert. Countertransference and counteridentification. *J. Amer. psychoanal. Ass.*, 1953, 1, 268-284.—In 3 cases countertransference is conditioned by the castration complex. Interminable analysis of his countertransferences affords the analyst a singular opportunity for a maximal resolution of his castration complex. In counteridentification the analyst responds to the patient's identifying with him. Only if training analysis and supervision were conducted by the same individual could

the latter furnish a first hand clinical illustration of counteridentification.—(D. Prager).

1007. Frank, Jerome D. **Areas of research in group psychotherapy.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 119-130.—Research in group therapy is discussed in terms of its aid in the solution of basic problems in psychotherapy. The problems discussed fall within the following categories: classification of patients in a way relevant to psychotherapy; the therapist's function; the process of therapy; and evaluation of improvement after or during therapy. Some of the limitations of group therapy in the study of the psychotherapeutic process are reviewed.—(J. A. Stern).

1008. Frankl, Victor E. **Logos and existence in psychotherapy.** *Amer. J. Psychother.*, 1953, 7, 8-15.—"The logotherapist attempts to see man (regardless whether he is really or apparently ill) in his relation to the 'objective spirit,' i.e., not only in his intentionality but also in his existentiality, that means, he sees in him the spiritual person (the 'subjective spirit'). In this manner logotherapy accomplishes the shift to existential analysis."—(L. N. Solomon).

1009. Freeman, Walter. (George Washington U., Washington, D. C.) **Prognosis in frontal lobotomy by use of the Malamud Rating Scale.** *Amer. J. Psychiat.*, 1953, 109, 595-602.—More than 1000 lobotomized patients were graded according to level of achievement after convalescence had been completed, and their preoperative rating by the Malamud scale was studied in order to determine what factors were favorable or unfavorable in the prognosis.—(F. W. Snyder).

1010. Freeman, Walter. **Review of psychiatric progress 1952: Psychosurgery.** *Amer. J. Psychiat.*, 1953, 109, 509-511.—Main topics reviewed are: major prefrontal lobotomy, theories on frontal lobe functioning, attack on specific syndromes, use of the Malamud scale in prognosis, and the transorbital method.—(F. W. Snyder).

1011. Finkenstein, Daniel H., Greenblatt, Milton, & Solomon, Harry C. **Prognostic tests indicating the effectiveness of treatment.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 245-266.—The physiological indicators used were blood pressure reactions to stimulation by adrenergic and cholinergic excitants. Reactions were classified into seven groups; classification being made on the basis of reaction to these drugs. The physiologic indices have a high relationship to outcome of therapy in patients treated with electric shock therapy. Arousal or non-arousal of anxiety due to injection of epinephrine also proved to be a good prognostic indicator for outcome of electroshock therapy.—(J. A. Stern).

1012. Gage, N. L. (U. Illinois, Urbana.) **Explorations in the understanding of others.** *Educ. psychol. Measmt.*, 1953, 13, 14-26.—Describes recent research in social perception (empathic ability) and interpersonal relations. Gage suggests that "accuracy of social perceptions is positively and significantly related to effectiveness as a teacher, as a supervisor of a clinical staff, as a group leader." From studies of the "perception of individual personalities," Gage concludes, "...diagnostic competence in counselors is affected by their own security and tension system." "Counselors and clinicians should look at all the data they can get before they commit themselves

to a diagnosis or description of the client's personality or problem. Any preliminary hunches they may have should be kept to themselves and hence prevented from becoming ego-involved."—(W. Coleman).

1013. Glatzer, Henriette T. **Handling transference resistance in group therapy.** *Psychoanal. Rev.*, 1953, 40, 36-43.—Transference must be interpreted if group treatment is to be effective. Unless individual resistance is penetrated, it may spill over and turn the whole group against the therapist even to the point of departure.—(D. Prager).

1014. Hadden, Samuel B. **Dynamics and clinical applications of group psychotherapy.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 127-130.—Dynamics applicable to group therapy are discussed and elaborated upon in a general discussion of the process of group therapy. Applications of the group therapy approach to a variety of therapeutic situations are pointed out.—(J. A. Stern).

1015. Halmos, Paul. (U. London, Eng.) **Solitude and privacy; a study of social isolation, its causes and therapy.** New York: Philosophical Library, 1953. xvii, 181 p. \$4.75.—Current cultural trends are desocializing society and instilling personal isolationism—and hence anxiety—in man. These social-cultural trends are prior to the family relationships which control the individual-genetic development of an individual. Therefore the primary approach to therapy should be sociological and should aim to counteract the isolationistic tendencies of our present social influences. Techniques of such social therapy (group psychotherapy, community life, recreation groups etc.) are described. Among London University students a negative correlation was found between neuroticism and sociability self ratings.—(G. Elias).

1016. Hauser, Irene. **Das Spiel als diagnostisches, therapeutisches und heilpädagogisches Hilfsmittel.** (Play in diagnosis, therapy and special education.) *Heilpädagog. Werkbl.*, 1953, 22, 46-47.—Believes in the primordial role of play in all psychological investigations with children; namely to diagnose the intelligence, productivity, social attitude, learning, motor ability and emotional life. As to therapy she thinks play to be the only way of making contact with children and influencing them.—(M. H. Nagy).

1017. Heine, Ralph W. **A comparison of patients' reports on psychotherapeutic experience with psychoanalytic, nondirective and Adlerian therapists.** *Amer. J. Psychother.*, 1953, 7, 16-23.—"The following conclusions seem merited on the basis of the results: (1) There are no differences in the changes reported attributable to the school membership of the therapist. (2) There are significant differences between subjects of various schools in the report of factors responsible for changes... (3) Irrespective of school affiliation, subjects showing similar changes tend to report similar factors as having been responsible."—(L. N. Solomon).

1018. Heron, William T. (U. Minnesota, Minneapolis.) **Clinical applications of suggestion and hypnosis.** (2nd ed.) Springfield, Ill.: Charles C. Thomas, 1953. ix, 137 p. \$4.00.—There are chapters devoted to a brief history of hypnosis, suggestion and suggestibility, the professional use of hypnosis, how to approach the patient, degrees of hypnosis, methods of induction, posthypnotic suggestions, precautions, and group hypnosis. Exclusive in the second edition (see 25: 1808) is a section of case

histories, which are useful in bringing out the characteristics of dental patients for whom hypnosis is particularly advisable. Restricted distribution.—(E. G. Aiken).

1019. Heun, Eugen. *Psychotherapie und Seelsorge*. (Psychotherapy and spiritual care.) *Z. Psychother. med. Psychol.*, 1953, 3, 76-81.—The close connection and historical unity of psychotherapy and spiritual care are stressed. Differences in practical aims and concrete problems which arise are clarified. Both the psychotherapist and clergyman help in making an individual's life meaningful. Mutual cooperation is especially important when people turn to religion in search of a solution of inner conflicts.—(E. Ochs).

1020. Hiltner, Seward. (U. Chicago, Ill.) *Pastoral psychology and Christian ethics*. *Pastoral Psychol.*, 1953, 4 (33), 23-33.—Analyzing a counseling interview, Hiltner shows how the pastor missed the crucial ethical issue by encouraging a young man to break off with a girl who tempted him, rather than to work through his distress to essential integrity. If his goodness is merely conformity to an external standard, there will be anemic repression, a divided selfhood with consequent loss of genuine social and personal responsibility. If he could assimilate into himself these forces which he now denies he might become a total being free rather than compelled.—(P. E. Johnson).

1021. Hoch, Paul H. *Evaluation of newer pharmacodynamic therapies, including the narcoanalytic use of drugs*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 239-244.—The use of barbiturates (specifically sodium amytal) for differential diagnosis and in psychotherapy are discussed. Other drugs such as ephedrine derivatives, benzedrine, mescaline, dibenamine and tolserol receive shorter mention.—(J. A. Stern).

1022. Hochheimer, Wolfgang. *Abriß der Jungschen Lehre als Beitrag zur Synthese und Amalgamdiskussion in der Psychotherapie*. (A survey of Jung's doctrine as a contribution to discussion of syntheses and amalgamation in psychotherapy.) *Psyche, Heidelberg*, 1952, 6, 508-535.—Sources of misunderstanding of Jung's ideas; typical attitude for and against Jung; predecessors of Jung; Jung's own ideas on psychology, anthropology; his ideas toward the subconscious, and toward symbol are discussed. Some fundamentals of his theory like typology, archetype, and dreams are described. A synthetic aspect of his theory and a summary toward amalgamistic and synthesis from Jung's point of view cumulate in the request toward sincere cooperation among the different schools of thought.—(E. Barschak).

1023. Hughes, Joseph. *Current evaluation of insulin therapies*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 193-198.—This paper evaluates the current status of insulin therapy in light of clinical data accumulated since 1946. "At present it may be said that insulin is a useful therapeutic procedure and is one of the major resources that the psychiatrist has at his disposal in treating schizophrenia to shorten the length of hospitalization."—(J. A. Stern).

1024. Hulse, Wilfred C., & Reens, Renee Goldfeld. *Self-reporting in group psychotherapy*. *Psychoanal. Rev.*, 1953, 40, 117-124.—Written self-reporting in group psychotherapy aids the therapist in gaining access to material not verbalized nor otherwise ob-

servable in a session. It allows the patient a safe, uncensored channel for the expression of feelings early in the treatment. The reports have little of the disadvantages they would have in classical psychoanalysis and offer added opportunity for catharsis.—(D. Prager).

1025. Hustinx, A. *Trois psychotherapies courtes*. (Three short psychotherapies.) *Psyché, Paris*, 1952, 7, 818-822.—Three short case histories are discussed for the purpose of showing the necessity of having each patient undergo extensive neurological and psychiatric examinations before making a diagnosis.—(G. Besnard).

1026. Jenkins, Richard L., & Holsopple, James Q. *Criteria and experimental design for evaluating results of lobotomy*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 319-327.—An experimental design for evaluation of results of standard lobotomy, along with preliminary results are presented. The results indicate changes in behavior on the part of the lobotomy group as compared to both their pre-operative behavior and that of a control group. Changes in a sentence completion and concept formation test as a result of lobotomy are briefly discussed.—(J. A. Stern).

1027. Johnson, Dean. (Florida State U., Tallahassee.) *The understanding and use of the self in counseling*. *Bull. Menninger Clin.*, 1953, 17, 29-35.—One of the most important requirements for effective counseling is the counselor's understanding of himself. "To a very considerable degree, effective counseling depends upon the ability of the counselor to permit himself to become a part of the total counseling situation, and this involves countertransference." The counselor must know what he is doing and why, and this is impossible unless he understands to some degree his own psychodynamics and his cultural conditioning.—(W. A. Varvel).

1028. Kalinowsky, Lothar B. *Clinical evaluation of electric convulsive therapy*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 232-238.—The use of electric convulsive therapy (ECT) in the treatment of neurotic and psychotic disorders is discussed. Side effects of ECT such as fractures and fear and methods of handling them are described. Indications for and against the use of ECT in various illnesses are discussed.—(J. A. Stern).

1029. Koehler, Ruth T. *The use of advice in casework*. *Smith Coll. Stud. soc. Wk.*, 1953, 23, 151-166. Advice can be given with benefit in casework if the caseworker is free from the need to be authoritative and understands the dynamics of the situation before he gives the advice. Advice may be interpreted as criticism—just as its withholding may be so construed under different circumstances. The worker-client relationship should be sound before advice is offered.—(G. Elias).

1030. Kotkov, Benjamin (VA, Mental Hygiene Unit, Boston, Mass.), & Meadow, Arnold. *Rorschach criteria for predicting continuation in individual psychotherapy*. *J. consult. Psychol.*, 1953, 17, 16-20.—The hypothesis tested was that continuation or noncontinuation in psychotherapy is a function of 3 Rorschach factors: FC minus CF , $D\%$, and R . Subjects were 26 continuing and 26 noncontinuing clinic outpatients. Major findings were: (1) The average FC minus CF and R scores of the continuing patients were significantly higher than those of the noncon-

tinuing. (2) There was no significant difference on the $D\%$ variable. (3) A "discriminant-function-weighted Rorschach index" predicted correctly in 36 out of 52 cases. These results were interpreted to mean that "patients with relatively high FC minus CF and R Rorschach scores have a greater capacity to tolerate the anxiety aroused by the psychotherapeutic process than patients with relatively low FC minus CF and R Rorschach scores."—(F. Costin).

1031. Lagache, Daniel. Some aspects of transference. *Int. J. Psycho-Anal.*, 1953, 34, 1-10.—The transference that occurs in psychoanalytical situations is not due merely to tendency towards repetition compulsion in the patient, but to the fact that the patient experiences the kind of frustration which causes him to regress to earlier behavior. The tendency to transfer is analogous to the Zeigarnick tendency or need to complete interrupted operations. 19 references.—(G. Elias).

1032. Langer, Marie. Dos sueños de analistas. (Two dreams of analysts.) *Rev. Psicoanal.*, B. Aires., 1952, 9, 355-358.—The analyst in the exercise of his profession plays a double role. One part of him identifies with the patient and the other remains an objective observer. The latter part represents the image of his own analyst, while the former has the character of his infantile self. Unless the various images of the training analyst be introjected in a unified manner, they may appear as anxiety in dreams and as a hindrance in practice.—(C. A. Schoper).

1033. Lazarsfeld, Sofie. Pitfalls in psychotherapy. *Amer. J. indiv. Psychol.*, 1952-53, 10, 20-26.—Numerous difficulties encountered in the practice of psychotherapy are cited and illustrated—a contribution to the literature of psychotherapeutic nonsuccess.—(A. R. Howard).

1034. Le Beau, Jacques (Hôpital Lariboisière, Paris, France.), & Petrie, Asemath. A comparison of personality changes after (1) prefrontal selective surgery for the relief of intractable pain and for the treatment of mental cases; (2) cingulotomy and topotomy. *J. ment. Sci.*, 1953, 99, 53-61.—Psychological effects of a described convexity operation which seems to leave intellectual functions intact, but on which patients test less neurotic, less introverted, less self-critical, prefer speed to accuracy, and show a decrease in the ratio of verbal to performance intelligence are described. 30 references.—(W. L. Wilkins).

1035. Liberson, W. T. Current evaluation of electric convulsive therapies; correlation of the parameters of electric current with physiologic and psychologic changes. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 199-231.—Pulse intensity, pulse duration, pulse frequency, and length of time of stimulation are described as the essential parameters of convulsing currents in regard to its psychophysiological effects. Brief stimulus therapy (BST) is contrasted with the conventional techniques. "Various possibilities of a synthesis of different currents employed in electrotherapy of mental disorders are discussed." 85 references.—(J. A. Stern).

1036. Luborsky, Lester. Intra-individual repetitive measurements (P technique) in understanding psychotherapeutic change. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 389-413.—The P technique defined as a "factor analytic treatment of repeated intra-

individual measurements" is illustrated in connection with the psychotherapy of an adult male. 46 measures were made at each therapy session which when analyzed resulted in 9 factors. The significance of these factors is discussed in relation to the therapy protocols and clinical judgments.—(C. M. Louttit).

1037. Maeder, Alphonse. Psychotherapy and pastoral care. *Pastoral Psychol.*, 1953, 4 (34), 45-52.—A physician is responsible to give his best to meet the spiritual needs of his patients. Case studies are presented to indicate how a psychiatrist may also employ religious resources in his practice. "The religiously awakened person brings with him a readiness for working hard, a spiritual agility and openmindedness to experience, and a practiced self-discipline which are beneficial to the common striving of physician and patient."—(P. E. Johnson).

1038. Margolin, Sydney G. Das Verhalten des Magens während der psychoanalytischen Behandlung. (The behavior of the stomach during psychoanalytical treatment.) *Psyche, Heidel.*, 1952, 6, 443-459.—The functions of the stomach are manifestations of subconscious psychological states; they can be interpreted objectively. Through psychoanalytical methods, the interaction of the functions of the stomach can be changed. Constellations in the subconscious can be reproduced at any time and can also be predicted. 22 references.—(E. Barschak).

1039. May, Rollo. Historical and philosophical presuppositions for understanding therapy. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 9-43.—As a basis for understanding therapy the author discusses (1) historical and cultural perspectives, (2) the nature of neurotic problems, and (3) conceptualization of therapy. Neurotic behavior is defined as the individual's inability objectively to "act as an independent entity" and subjectively to "express himself as a self in his own right." Such conditions relate to cultural circumstances and methods of meeting them have varied with the historical changes in the culture. Psychotherapy is being sought by many and its efficacy is best understood when the processes are thought of learning and relearning. While the processes of therapy must avoid superstition and mysticism they cannot be "objective" in a Cartesian dichotomy sense, and they must involve value judgments.—(C. M. Louttit).

1040. May, Rollo. *Man's search for himself*. New York: W. W. Norton, 1953. 281 p. \$3.50.—This book, which the author does not consider as a substitute for psychotherapy but as a self-help book that will enlighten people on some of the things that underlie their feelings of disturbance and conflict, considers the loneliness and anxiety of modern man and the loss of certainties suffered in our rapidly changing society. It points the way toward rediscovering selfhood and the goals of personal integration.—(A. J. Spross).

1041. Meduna, L. J., & Jackman, A. L. Carbon dioxide therapy. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 280-286.—A review of the studies using this technique for the treatment of psychoneuroses. Physiological changes produced by this procedure are listed. 12 references.—(J. A. Stern).

1042. Meerloo, Joost A. M. Living by proxy: a frequent form of transference and mental symbiosis. *Amer. J. Psychother.*, 1953, 7, 241-253.—"Living

by proxy is described as a frequent form of transference and mental symbiosis (parasitism) in which not only different forms of identification take place, but in which the other person is actually used as part of the individual's own illusionary system."—(L. N. Solomon).

1043. Meyer, Hans-Hermann. *Die Stickstoffinhalationsbehandlung*. (The carbon dioxide inhalation treatment.) *Nervenarzt*, 1953, 24, 49-54.—A method is described for administering carbon dioxide in psychiatric treatment. Hypoxia treatment, although closely related in many ways to shock and convulsive therapies, is a more gentle, less violent form of treatment. Basically a "temperament therapy" it is most valuable for cases of mild or moderate affective disorder, especially where "sadness, inhibition and disturbances of vitality" are salient. Carbon dioxide therapy often makes it unnecessary to use the more powerful forms of shock and convulsive treatment. 60 references.—(E. W. Eng).

1044. Meyers, F. S. *Enkele beschouwingen omtrent de leer van Sigmund Freud*. (Some considerations about the doctrine of Sigmund Freud.) *Ned. Tijdschr. Psychol.*, 1953, 8, 201-243.—A survey of the insights of judges from different groups, precedes a contemplation about the doctrine of Freud as a psychotherapeutic system, about the psychoanalytic method and its application. Finally attention is given to a turn of the tide in the opinions about the doctrine of Freud. Author concludes that to bridge over the gap between the followers of Freud's doctrine and the other psychotherapists, would make it possible to exchange thoughts and ideas between them. Thus the unity between all psychotherapists could be remedied for the benefit of science and for the welfare of the patients.—(M. Dresden).

1045. Monro, A. B., Kirkland, Anne K., Gillie, A., & McNeill, D. L. M. (Long Grove Hosp., Epsom, Eng.) *The use of short-acting relaxants in E.C.T.* *J. ment. Sci.*, 1953, 99, 288-290.—Three drugs are compared for specific blocking action at the skeletal neuromuscular junction.—(W. L. Wilkins).

1046. Mowrer, O. Hobart. *Changes in verbal behavior during psychotherapy*. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 463-545.—The author reasons that neurosis is characterized by an inadequacy or pathology of communication, especially intra-self. Within this framework he critically reviews methods of language analysis, e.g. of Zipf, Johnson, Grummon, Osgood, and Winthrop with especial attention to their possible usefulness in studies of neuroses, personality, and psychotherapeutic effects.—(C. M. Louttit).

1047. Mowrer, O. Hobart. *Neurosis, psychotherapy and two-factor learning theory*. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 140-149.—The two factor theory of learning holds that solution learning and sign learning are two different processes. The first concerns voluntary, instrumental responses, while the second concerns involuntary responses called e.g. attitudes or feelings. Neurosis is characterized by the use of solution learning to protect the organism against attitude changes, i.e. sign learning. In the neurotic problem solving functions in support of id forces rather than in support of superego forces as held by Freud. Psychotherapy is related to solution rather than to sign learning; its fundamental task is to help the patient to "establish problem

solving habits which will enable emotions to operate as they are normally intended to."—(C. M. Louttit).

1048. Mowrer, O. Hobart. (U. Illinois, Urbana.)

Psychotherapy: theory and research. New York: Ronald Press Co., 1953. xviii, 700 p. \$10.00.—21 collaborators have contributed 19 chapters to this textbook devoted to a discussion of theories of personality, neurosis, and psychotherapy, and to research studies of the process of psychotherapy. 18 chapters are original papers and are abstracted separately in this issue. One chapter by Dollard and Mowrer on the DRQ is reprinted (see 21: 2360). There is extensive literature review and the bibliographies for the separate chapters are gathered together in one 21-page bibliography.—(C. M. Louttit).

1049. Mowrer, O. Hobart; Hunt, J. McVicker, & Kogan, Leonard S. *Further studies utilizing the discomfort-relief quotient*. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 257-295.—Studies in which the DRQ was used with records of social case work, psychotherapy, interviews with displaced persons, and therapy with psychotics are critically and integratively reviewed. In final evaluation the authors believe the evidence supports the previously reported reliability of the method and gives evidence of significant validity and psychological meaning.—(C. M. Louttit).

1050. Mowrer, O. Hobart; Light, Bernard H., Luria, Zella, & Zeleny, Marjorie P. *Tension changes during psychotherapy, with special reference to resistance*. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 546-640.—In the first two parts of this chapter the authors critically examine Freudian and Rogerian beliefs in the problem of resistance in therapy. Such resistance may be taken to indicate tension, and in the third part of the chapter measures of tension by self rating and by palmar sweating are discussed. Changes in tension so measured are shown in cases in therapy. While the data do not support any absolute statements, they are suggestive. The technique of measuring palmar sweating by fingerprints is described in detail.—(C. M. Louttit).

1051. Müller-Hegemann, D. (U. Leipzig, Germany.) *Die Psychotherapie bei schizophrenen Prozessen. Erfahrungen und Probleme*. (Psychotherapy in schizophrenic processes. Experiences and problems.) Leipzig: S. Hirzel, 1952.—The first part of this book is devoted to the discussion of the experiences of other authors, in which the writer discerns the psychotherapy in narrower understanding, based on the depth psychology (Freud and other psychoanalysts, Schultz-Hencke, Fenichel, Kretschmer), and work therapy (Simon, Carl Schneider and others, Soviet views and methods). In the second part the author discusses the problem of the structure of human personality, beginning with the historical review and taking into account as well the dialectical materialist position as Pavlov's theory. In the third part he presents his own results achieved with the work therapy, giving four detailed case histories and analysing them theoretically. 111 references.—(M. Choynowski).

1052. Muncie, Wendell. *Factors influencing the effectiveness of treatment in private practice of psychiatry*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 178-184.—"To summarize: That patient will likely prosper in psychiatric treatment who has a recognizably treatable illness, and who by good

fortune finds himself available to the services of a mature, well-trained psychiatrist with an urge to treatment especially of his type of illness, with good clinical judgment, and with established facilities for treatment available, or ingenuity in overcoming their lack. Impairment of any of these items reduces the effectiveness of treatment."—(J. A. Stern).

1053. Muncie, Wendell. *Psychobiologic therapy*. *Amer. J. Psychother.*, 1953, 7, 225-240.—Psychobiology seeks to resolve the conflict between behaviorism and introspectionism by studying man as an integrated unit within his society. The merits and applications of Meyer's psychobiological approach in psychiatric treatment are discussed. (Portrait of Adolph Meyer, p. 229.)—(L. N. Solomon).

1054. Natenberg, Maurice. *Freudian psycho-antics; fact and fraud in psycho-analysis*. Chicago, Ill.: Regent House, 1953. 101 p. \$2.00.—A critique of psychoanalysis by a former analysand.—(A. J. Sprow).

1055. O'Kelly, Lawrence I. *Physiological changes during psychotherapy*. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 641-656.—As the objective of psychotherapy is to reduce anxiety, and as anxiety from a physiological point of view is a form of emotional reaction, measures of physiological change, e.g. PGR, blood pressure, respiration, muscle action potentials, etc., may be useful in exploring changes in psychotherapy. The values and limitations of such physiological measures are described, and possible experimental use of them to indicate changes during or following psychotherapy are proposed.—(C. M. Louttit).

1056. Origlia, D. *Possibilita di una psicoterapia su basi non-freudiane in sede neuropsichiatrica*. (The possibility of a psychotherapy on non-Freudian basis in neuropsychiatry.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 306-309.—After a critical analysis of Freudian psychoanalysis the author objects to the necessity of "didactic analysis," and also to the traditional Freudian theoretical presuppositions. Psychotherapy should be practiced by individuals willing to use new criteria especially in the field of neuropsychiatry.—(A. Manoil).

1057. Ossendorf, Karel. *Das familiäre Milieu bei der Gruppenspieltherapie*. (Family atmosphere in group therapy.) *Heilpädagog. Werkbl.*, 1953, 22, 51-54.—Describes the psychotherapeutic practice at the Psychiatric Clinic, University of Basel, Switzerland where they try to recreate the family situation in the therapeutic situation. The sessions take one hour and contain 3 equal parts: (1) the S is with the mother substitute and is allowed to play anything with the Montessori-house-material; (2) S will be exposed to a carefully prepared scene to provoke his symptoms; (3) social play.—(M. H. Nagy).

1058. Perry, William G., Jr., & Estes, Stanley G. *The collaboration of client and counselor*. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 95-119.—Based upon counseling, usually short term, with college students the authors described methods which involve the self directing search and evaluation emphasized by non-directive therapy with an added function of the counselor making available consultative assistance. The method may be thought of as "the collaboration of the client as a self directing learner and the counselor as his 'learned' consultant."—(C. M. Louttit).

1059. Petro', C. *Alcuni quesiti in tema di psicoterapia profonda*. (Some questions on depth psychotherapy.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 312-314.—Considering various aspects of depth psychotherapy the author states: (1) for the psychiatrist interested in depth psychotherapy the "didactic psychoanalysis is useful but not indispensable," (2) the person practicing depth psychotherapy should be a psychiatrist with experience, (3) the use of medical treatment such as electroshock, can be associated with depth psychotherapy depending on individual cases. "The combination of psychological treatment with those treatments acting directly on the soma should represent an optimum of therapy" realizable within a psychosomatic approach.—(A. Manoil).

1060. Racker, Enrique. *Observaciones sobre la contratransferencia como instrumento técnico*. (Observations on countertransference as a technical instrument.) *Rev. Psicoanal., B. Aires.*, 1952, 9, 342-354.—Countertransference is seen by the author as an aid in providing him with evidence for what is happening to the patient. It may act to indicate both content and intensity. These feelings may be utilized in perceiving what is to be interpreted as well as the appropriate time for such interpretation. The possibilities of subjective error in this use of countertransference are pointed out. A series of examples provides illustration of these points.—(C. A. Schoper).

1061. Rado, Sandor. *Recent advances in psychoanalytic therapy*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 42-58.—The author gives a concise review of the historical development of psychotherapy. The latest development in psychoanalytic therapy is labeled the adaptational technique. The basic difference between this technique and classical psychoanalysis is that the former is oriented toward working with the patient at an adult, cooperative level, while in the latter the relationship between therapist and patient is viewed as essentially a child-like dependence of the patient on the therapist.—(J. A. Stern).

1062. Reagan, C. H. *Rehabilitation of 120 lobotomized patients in a VA hospital*. *Arch. phys. Med.*, 1953, 34, 40-44.—Lobotomy in itself is not a complete treatment. Re-education is necessary to replace "undesirable paths of association" with "more normal and socially acceptable thought patterns." A program of intramural educational therapy, corrective exercises, occupational therapy, and recreational activities is described. Statistics on 120 lobotomized patients, almost all of whom were schizophrenics, are presented.—(M. N. Brown).

1063. Reider, Norman. *Clinical notes on the defense structure in psychotherapy*. *Samkha*, 1952, 6, 70-118.—It is doubtful whether a therapy meeting derivative needs or strengthening pathogenic defenses can truly be called psychoanalytic. Psychoanalysis must include thorough working through, analysis of derivatives, and must not include goals arbitrarily set by the therapist. 390-item bibliography.—(D. Prager).

1064. Reider, Norman. (Mt. Zion Hosp., San Francisco, Calif.) *A type of transference to institutions*. *Bull. Menninger Clin.*, 1953, 17, 58-63.—Some patients appear to develop transference to the institution itself—hospital, clinic, benevolent agency—rather than to their therapist or caseworker. These

people tend to be comparatively cut off from personal relations and able to relate only to institutions. Perhaps in this way they regain a lost infantile omnipotence.—(W. A. Varvel).

1065. Rhodes, Raphael. (Ed.) *Therapy through hypnosis*. New York: Citadel Press, 1952. xiv, 274 p. \$3.75.—16 articles by 12 therapists have been selected "to introduce hypnotism to those who have not understood it before, and to acquaint them with its power to alleviate and cure many types of mental distress and functional physical disturbances and disorders."—(A. J. Sprow).

1066. Rioch, David McK., & Stanton, Alfred H. *Milieu therapy*. *Psychiatry*, 1953, 16, 65-72.—Reviewing several studies on the nature of the social matrix, the foundations of milieu therapy in psychiatry are shown. While the studies are mainly in terms of experience in treatment institutions, long-term natural social groups (community alignments) are seen to be important, even in increasing the effectiveness of therapeutic methods.—(C. T. Bever).

1067. Rioch, David McK., & Stanton, Alfred H. *Milieu therapy*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 94-105.—Milieu therapy is defined as consisting of "procedures directed toward modification of the environmental part of the patient-environment process with a view to facilitating more satisfactory patterns of interaction." A number of studies are reviewed in which milieu therapies have been utilized. Implications are drawn for making therapy within restricted environments, such as mental hospitals, more effective. 35 references.—(J. A. Stern).

1068. Rogers, Carl R. *A research program in client-centered therapy*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 106-113.—Presentation of an outline of research presently under way at the Counseling Center of the University of Chicago. The hypotheses to be tested are drawn out of non-directive therapy theory and are aimed at defining the changes which occur in a person as the result of such therapy.—(J. A. Stern).

1069. Rogers, Carl R. *Some directions and end points in therapy*. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 44-68.—Using excerpts from a recorded series of therapeutic interviews, the author offers some speculations on the directions and end points of therapy. "The thread which runs through much of the foregoing material... is that psychotherapy (at least client centered therapy) is a process whereby man becomes his organism—without self-deception, without distortion." The meaning of this is that therapy leads to awareness of self as organism; this is not to be feared, rather the therapy shows that the core of personality is positive—not negative, asocial, and to be controlled.—(C. M. Louttit).

1070. Rogers, Lawrence S. (U. Colorado, Boulder.), & Hammond, Kenneth, R. *Prediction of the results of therapy by means of the Rorschach test*. *J. consult. Psychol.*, 1953, 17, 8-15.—Rorschach records of 109 unselected veterans who had received therapy were used to predict the results of the treatment. Psychologists experienced in the method did no better than chance in predicting outcomes. Combinations of various variables also failed to discriminate between the criterion groups; 99 Rorschach scores also failed to discriminate. Extensor M's, when appearing alone in a record, were associated with

improvement in therapy. Rules for prediction obtained empirically and cross validated showed promise. In general, the authors conclude that "while the Rorschach may be used for prognostic purposes successfully by some psychologists, there is emphatic need for further empirical check."—(F. Costin).

1071. Roth, Martin (Graylingwell Hosp., Chichester, Eng.), & Rosie, J. M. *The use of electroplexy in mental disease with clouding of consciousness*. *J. ment. Sci.*, 1953, 99, 103-111.—8 cases of the treatment are reported; it is concluded that the non-specific character of convulsive treatment suggests that it is unlikely to act directly upon the causes of psychiatric disorders but upon the regulating and defensive mechanisms of the organism which may be mobilized. 20 references.—(W. L. Wilkins).

1072. Ruesch, Jurgen. *Social factors in therapy*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 59-93.—Social factors in therapy are discussed in terms of the social factors affecting psychiatric thinking and procedures, the social factors affecting the patient, and the social factors affecting the interaction between therapist and patient. 173 references.—(J. A. Stern).

1073. Schneek, Jerome M. (Westchester County, White Plains, N. Y.) *Automatic writing and the hypnotic transference*. *J. gen. Psychol.*, 1953, 48, 91-94.—The case of a 21-year-old woman illustrates the use of automatic writing in clarifying the transference relationship so that the data obtained could be utilized by the therapist in his work with the patient. The early application of this method in the therapeutic situation is stressed with the purpose of not making the content conscious to the patient so that resistances can be dealt with more effectively.—(M. J. Sanford).

1074. Schneek, Jerome M. *Critical evaluation of hypnosis*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 151-155.—A brief summary of evaluation of hypnosis in psychotherapy. The following areas were surveyed: field of application, techniques of hypnotherapy, advantages of hypnosis in treatment, and problems and precautions relating to hypnotic methods of treatment. 20 references.—(J. A. Stern).

1075. Schofield, William. (U. Minnesota, Minneapolis.) *A further study of the effects of therapies on MMPI responses*. *J. abnorm. soc. Psychol.*, 1953, 48, 67-77.—"This study represents an attempt to analyze the effects of an interval of time and of certain therapeutic programs on the responses to the MMPI of selected groups of Ss. It is concerned not only with the manner in which MMPI scale scores reflect the operation of therapeutic endeavors but also with a detailed study of the relationship between item responses and therapy variables."—(L. N. Solomon).

1076. Schomburg, Eberhard, & Wipperman, Eva M. *Wie unser Märchentepich entstand*. (How our magic carpet originated.) *Schweiz. Z. Psychol. Anwend.*, 1953, 12, 39-51.—Group therapy was used with seven 12-year old girls who were given the opportunity to work on a piece of tapestry with freedom to choose the figures and motives each one liked best, a task which seemed to rid them of inner tensions. Schoolwork improved and insubordination disappeared.—(K. F. Muenzinger).

1077. Schottlaender, Felix. *Das Problem der Begegnung in der Psychotherapie*. (The problem of agreement of view points in psychotherapy.) *Psyche, Heidel.*, 1952, 6, 494-507.—The main object of research in psychotherapy is the neurosis. The attitude toward the problem of the neurosis is of decisive importance for the individual researcher. The author discussed the dissenters from Freud: Jung, Binswanger, Trueb, and their contributions. He stresses Binswanger's convictions that the relationship between patient and psychotherapist is more than transfer. The author also discusses the problem of contact.—(E. Barschak).
1078. Seeman, Julius, & Raskin, Nathaniel J. *Research perspectives in client-centered therapy*. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 205-234.—The authors present an interpretative review of research on client-centered therapy from both the "process of therapy" and the "outcomes of therapy" points of view. Suggested directions for future research are discussed. Important in these research efforts is the formulation of theoretical constructs and hypotheses both of the therapeutic process and of personality organization.—(C. M. Louttit).
1079. Seeman, William. *Discovery and justification in psychotherapy*. *Psychiatry*, 1953, 16, 81-86.—Differentiating discovery from justification in scientific procedure, it is demonstrated that especially in psychotherapy discovery must be sustained, with the continuous check of justification.—(C. T. Bever).
1080. Seggiano, Juan A. (U. Córdoba, Argentine.) *Etude clinique et symptomatologie neurologique au cours des traitements au moyen de comas hypoglycémiques prolongés*. (Clinical and neurological studies during prolonged hypoglycemic coma.) *Encéphale*, 1953, 42, 43-62.—This is a continuation of a previous article (see 27: 478) in which the method of prolonged hypoglycemic coma therapy was described. In the present paper 6 clinical neurological "levels" are distinguished which characterize the depths of coma, together with blood glucose, temperature, pulse and blood pressure curves as typically observed in comas lasting 7-8 hours.—(M. L. Simmel).
1081. Shoben, Edward Joseph, Jr. *Some observations on psychotherapy and the learning process*. In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 120-139.—"Psychotherapy is a certain kind of social relationship between two persons who hold periodical conversations in pursuit of certain goals; namely, lessening of emotional discomfort and the alteration of various other aspects of client behavior." Neurosis is defined as behavior in which inter-personal skills, including affection responses, necessary to play social roles required have not been acquired. The behavior changes desired from psychotherapy are related to learning, especially the modification or reduction of anxiety.—(C. M. Louttit).
1082. Shulman, Bernard H. (Community Child Guidance Centers, Chicago, Ill.) *Group therapy with adolescents: an experiment*. *Indiv. Psychol. Bull.*, 1951, 9, 86-91.—19 adolescent boys from 2 high schools attended 2 to 13 group therapy sessions. "At least six sessions are required before any improvement can be expected. The greater the number of sessions, the better the chance of success."—(A. R. Howard).
1083. Steiger, Ruth. *Vom praktischen Arbeiten in der Spielgruppe*. (The activity of the playgroup.) *Heilpädagog. Werkbl.*, 1953, 22, 54-55.—Report of a "playmother" on the use of play material in the 3 parts of the psychotherapy sessions, namely in the individual, artificially created, and group play.—(M. H. Nagy).
1084. Sterba, Richard F. *Clinical and therapeutic aspects of character resistance*. *Psychoanal. Quart.*, 1953, 22, 1-20.—"Though a specific defense reaction which serves as a resistance in analysis might be characteristic for the patient, we have no justification to identify this defense reaction with the totality of reactions of a personality, which is properly called character." It is therefore justifiable to abandon the term "character resistance" as inappropriate.—(L. N. Solomon).
1085. Stern, A. (Mental Home, Jerusalem, Israel.) *Minisyonotay b'tipul bafelem hahashmali*. (From my experiences in electro-shock treatment.) *Harefuah*, 1951, 40, 139-142.—Report about 2000 electro-shock treatments during 1946-1950 on about 230 various mental cases with a differentiation regarding other shock treatments is given. The main fields of application are depression and schizophrenia. The electro-shock treatment is the method of choice in endogenous depression. For schizophrenic and some other mental cases it is the most valuable palliative. It is very useful as a mass therapy in treatment of mental diseases, especially of schizophrenic states of agitation and depression, of catatonic states, refusal of food etc. It also shortens the hospitalization period. English summary.—(H. Ormian).
1086. Thomas, W. Rees. *The unwilling patient*. *J. ment. Sci.*, 1953, 99, 191-201.—Suitable patients should be admitted to mental hospitals under the same informal conditions that govern admission to hospitals for physical disease. This is the next step beyond present practice as examination of the history of restraint of mental patients shows.—(W. L. Wilkins).
1087. Tiebout, Harry M. *Surrender versus compliance in therapy with special reference to alcoholism*. *Quart. J. Stud. Alcohol*, 1953, 14, 58-68.—The concept of acceptance and the dynamics of the process in therapy have been unexplored, although crucial. Resistance to acceptance is unconscious and due to fears of passivity. Surrender, not compliance, is necessary.—(W. L. Wilkins).
1088. Warne, Merna M., Canter, Aaron H., & Wiznia, Benjamin. *Analysis and follow-up of patients with psychiatric disorders*. *Amer. J. Psychother.*, 1953, 7, 278-288.—The findings reported seem to indicate a divergence between the duration, amount, and efficacy of treatment in a V.A. Mental Hygiene Clinic and that given on a fee basis. On the average, treatment at the Clinic was of a shorter duration, less in amount, and more effective than treatment on a fee basis. The results suggest the need for further study of the problem with better controls and larger samples.—(L. N. Solomon).
1089. Wayne, George J. *Modified psychoanalytic therapy in senescence*. *Psychoanal. Rev.*, 1953, 40, 99-116.—Neurotic reactions in the aged are genetically related to conflicts of earlier life. The therapist helps the aging patient to integrate his past life experiences. Therapy of the aged includes taking a history, setting limited goals, focussing on a cur-

rent crucial problem, taking an active therapeutic role, sitting face to face, preventing dependency and passivity from developing, discussion of physiological and cultural aspects of aging, and individual variation of duration and frequency of treatment.—(D. Prager).

1090. Whitehorn, John C. **Therapeutic goals and their significance for therapeutic strategy.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 3-9.—The author delineates the goals of medical therapy as (1) to save from death, (2) to relieve from distress, and (3) to overcome disability. This latter aim is more fully discussed as a goal of psychotherapy. The approaches of various schools of psychotherapy are briefly discussed within the above framework.—(J. A. Stern).

1091. Willner, Gerda. **The problem of anxiety in group psychotherapy on a chronic mental hospital service.** *Psychiat. Quart. Suppl.*, 1953, 27, 92-104.—Anxiety can be mobilized and utilized constructively in the group situation.—(D. Prager).

1092. Woolley, Lawrence F. **Review of psychiatric progress 1952: Occupational therapy.** *Amer. J. Psychiat.*, 1953, 109, 527-529.—A more intimate integration of occupational therapy with programs of physical medicine, vocational counseling, and rehabilitation is reported as well as a combined course in occupational therapy and physical medicine being offered at Toronto. 28-item bibliography.—(F. W. Snyder).

1093. Wortis, Joseph. **Review of psychiatric progress 1952: Physiological treatment.** *Amer. J. Psychiat.*, 1953, 109, 505-509.—The year's literature is reviewed under the following headings: sleep, thalamus and midbrain, pituitary and adrenals, stimulants and sedatives, shock treatment, and vitamins. 81-item bibliography.—(F. W. Snyder).

1094. Zubin, Joseph. **Design for the evaluation of therapy.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 10-15.—The 4 elements basic to an adequate experimental design for evaluation of therapy are: a homogeneous population, a comparable control group, long follow-up periods, and specific criteria for evaluation of outcome. Few studies meet these requirements. The author discusses the results of some studies which meet these requirements and makes a number of recommendations for future research.—(J. A. Stern).

(See also abstracts 39, 140, 155, 220, 224, 231, 553, 920, 963, 971, 1144, 1165, 1256, 1327, 1340, 1344)

Child Guidance

1095. Ackerman, Nathan W. (Columbia U., New York.) **Psychiatric disorders in children—diagnosis and etiology in our time.** In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 205-230.—Defined are all the common psychiatric disorders in children and an outline for personality study of children is given.—(W. L. Wilkins).

1096. Béno, N. **Considerations sur la névrose et la psychothérapie infantiles.** (Considerations on the infantile neurosis and psychotherapy.) *Schweiz. Z. Psychol. Anwend.*, 1953, 12, 15-24.—The infantile neurosis is the result of the interaction of 3 groups of factors: biological, bio-psychological, and psycho-traumatic ones. The infantile psychotherapy which

has been inspired by psychoanalysis encounters difficulties produced by the special circumstances of the life of the patient.—(K. F. Muenzinger).

1097. Clouston, G. Stewart (Child Guidance Clinic, Kent, Eng.), & Lightfoot, William. **The juvenile courts and the child guidance service.** *Brit. J. Delinquency*, 1953, 3, 269-280.—A follow up of 174 boys referred by the magistrates of Kent to the Kent Child Guidance Clinic indicates that in one of the two districts that 82% of recommendations were followed, and in the other district 70%. Results of the follow up indicate that when the court disposed of the child in terms of recommendations that results were better than when the recommendations were not followed.—(R. J. Corsini).

1098. de Pichon Rivière, Arminda A. **La transferencia en el análisis de niños, en especial en los análisis tempranos.** (Transference in child analysis, especially in early analyses.) *Rev. Psicoanal.*, B. Aires, 1952, 9, 265-310.—The child in play therapy expresses his phantasies, wishes, and experience by means of his toys and actions. He does this through symbolizations and personifications. The compulsion to repeat the first object relations allows for a spontaneous transference. When the revival of the object relations with the analyst increases depressive and paranoid anxieties, repression opposes the tendency to repeat. Interpretation of the negative transference alleviates the transference anxiety. In this play activity may be seen the beginnings of superego development. The author illustrates these viewpoints by means of the data from the analyses of two children.—(C. A. Schoper).

1099. Duncan, Margaret. (Chichester Child Guidance Clinic, Eng.) **Environmental therapy in a hostel for maladjusted children.** *Brit. J. Delinquency*, 1953, 3, 248-268.—The West Sussex Child Guidance Service started a hostel accommodating 20 children for the residential treatment of maladjusted children in 1948. The staff consists of a married couple (wardens) and several domestics. The children go to the local schools. No psychiatric therapy is given while the children are living at the hostel, but cases are discussed periodically. The most important element for success are the wardens who should be happily married, have children, be flexible, and should not have received rigid training in any specialty. 7 cases are discussed in detail. 17 references.—(R. J. Corsini).

1100. Elkisch, Paula. **Simultaneous treatment of a child and his mother.** *Amer. J. Psychother.*, 1953, 7, 105-130.—An extended case history is presented of the simultaneous treatment of a child and his mother, together with diagnosis and treatment plans. The case is discussed by six other doctors.—(L. N. Solomon).

1101. Gardner, George E. **Evaluation of therapeutic results in child guidance programs.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 131-137.—4 facets necessary for evaluation of therapeutic results in child guidance programs are discussed and contrasted to therapy with adults. They are: basic aim of psychotherapy with children; survey of methods currently employed; methods of evaluating outcome of therapy; and present day needs in the area of child psychiatry.—(J. A. Stern).

1102. Pennock, Mary E., & Weyker, Grace. (Amherst H. Wilder Child Guidance Clinic, St. Paul,

Minn.) **Some developments in the integration of case-work and group work in a child guidance clinic.** *J. psychiat. soc. Wk.*, 1953, 22, 75-81.—The authors describe the experiences in their particular clinic emanating from the addition in 1948 of a group worker and the group work method to the traditional child guidance clinic setup. Mechanical aspects of the task of integrating group work and casework within the clinic setting are described: structure of groups, scheduling of appointments, materials and equipment, recording methods. The authors see the mechanical problems as the primary ones since it became evident that the two methods embody the same common philosophy, goals, and basic understanding of the needs of children.—(L. B. Costin).

1103. **Pfaffenberger, H. Eine Organisationsform der Erziehungsberatung: die Child Guidance Clinic.** (A form of organization of educational counseling: the child guidance clinic.) *Schweiz. Z. Psychol. Anwend.*, 1953, 12, 66-73.—The American type of child guidance clinic is described, its organization, financing, personnel, and methods of work.—(K. F. Muenzinger).

1104. **Sands, Dalton E.** (St. Ebba's Hosp., Epsom, Eng.) **A special mental hospital unit for the treatment of psychosis and neurosis in juveniles.** *J. ment. Sci.*, 1953, 99, 123-129.—Organization, treatment methods, and results are described.—(W. L. Wilkins).

1105. **Sauthier, J. Le service médico-pédagogique valaisan.** (The medical-educational service in Valais.) *Schweiz. Z. Psychol. Anwend.*, 1953, 12, 62-66.—When the medical-educational service was established in 1930 in the Swiss canton of Valais the medical director had one assistant. They took care of 22 children in two communities during the first three months. In 1952 there were three psychotherapeutic assistants, one social worker, and two internes, and the number of cases treated in four centers was 409. Special problems arise from the fact that Valais does not possess any large towns but only rural communities.—(K. F. Muenzinger).

1106. **Starr, Adaline.** **The role of psychodrama in a child guidance center.** *Indiv. Psychol. Bull.*, 1951, 9, 18-24.—Used as supplementary therapy, psychodrama has effectively assisted "in the diagnosis of the action-pattern of the child" and also has helped to teach "new roles of social behavior." Psychodrama reliably provides information on the child's progress.—(A. R. Howard).

1107. **Warren, Wilfred.** (Maudsley Hosp., London, Eng.) **Treatment of youths with behavior disorders in a psychiatric hospital.** *Brit. J. Delinquency*, 1953, 3, 234-247.—Of the first 66 patients at the Bethlem Royal Hospital for the psychiatric investigation and treatment of adolescent boys exactly half were admitted because of behavior disorders. Of the 33, 5 either ran away or were removed by their parents. Of the remaining 28, about half appeared to have improved considerably, while half showed little or no improvement. The most important etiological factor is the home, which also is the most important element in terms of future adjustment.—(R. J. Corsini).

1108. **Williams, Jonathan M., & Freeman, Walter.** **Evaluation of lobotomy with special reference to children.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 311-318.—"A discussion of lobotomy in children, based on personal experience with twelve cases, is

presented. It may be concluded from this series that restoration of the child to a normal life cannot be expected, but that certain favorable modifications, mostly in the realm of excessive motor activity, may be achieved."—(J. A. Stem).

(See also abstract 1150)

Vocational Guidance

1109. **Beilin, Harry.** (U. Connecticut, Storrs.) **The occupational survey in the training of counselors.** *Personnel Guid. J.*, 1953, 31, 529-531.—The members of an occupations class felt that conducting a community occupational survey had been a valuable experience for them.—(G. S. Speer).

1110. **Bilovsky, David; Masters, William; Schorr, Joseph E.; & Singer, Stanley L.** (Los Angeles (Calif.) City Schs.) **Individual and group counseling.** *Personnel Guid. J.*, 1953, 31, 363-365.—The realism of vocational goals selected by two groups of students of the same senior high school under two methods of counseling, individual or group, showed no significant statistical difference in such a comparison.—(G. S. Speer).

1111. **Dobson, David.** (Jewish Vocational Service, Louisville, Ky.) **Client reaction to vocational service.** *Soc. Casewk.*, 1953, 34, 211-216.—"This article is based on a study, conducted by the author, of the effectiveness of the agency's vocational counseling, based on the stated reactions of clients who had received full or partial service during a specific year (1949)." It is concluded that tangible help was given through the counseling service including not only the apparent solution of a vocational career but the equally important factors of development of self-understanding.—(L. B. Costin).

1112. **Froehlich, Clifford P., & Davis, Frank G.** (U. California, Berkeley.) **Vocational guidance in Germany.** *Personnel Guid. J.*, 1953, 31, 462-464.—Vocational guidance in Germany is briefly described to note changes which have occurred since 1948 (see 22: 4013). It is concluded that the greatest change is in the basic attitude toward the integrity and worth of individuals.—(G. S. Speer).

1113. **Gellman, William.** (Jewish Vocational Serv., Chicago, Ill.) **Components of vocational adjustment.** *Personnel Guid. J.*, 1953, 31, 536-539.—The vocational adjustment program of the Jewish Vocational Service of Chicago is described briefly, and the hypotheses upon which it is based are presented.—(G. S. Speer).

1114. **Kline, Milton V.** (Westchester County, White Plains, N. Y.) **An hypnotic experimental approach to the genesis of occupational interests and choice: II. The Thematic Apperception Test (A case report).** *J. gen. Psychol.*, 1953, 48, 79-82.—The responses to the Thematic Apperception Test administered in the waking and in the hypnotic state to a 30-year-old male patient who experienced conflict over his vocational choice and his desire for an occupational change differed considerably in these two applications. The unconscious material uncovered through hypnosis was utilized in the therapeutic approach of the vocational analysis.—(M. J. Stanford).

1115. **Loomba, Ram Murti.** **The choice of a career and opportunity.** *Sbiksha*, 1952, 5, (2), 20-27.—The problem is raised concerning the discrepancy between an individual's vocational choice and the opportunity

for his getting employment in the field of that choice. The author is particularly concerned with the application of this question to the situation which exists in India. He feels that the solution does not lie in guidance for choice of a vocation but in the selection of individuals for vocational careers and courses. Specific measures for selection procedures are given which would minimize discrepancy between choice and opportunity.—(F. Costin).

1116. Mallart, José. *Los municipios y la iniciación profesional de los jóvenes.* (Municipalities and the professional initiation of youth.) *Rev. Psicol. Pedag. apl., Valencia*, 1952, 3(5), 31-48.—The different reasons accounting for the prolongation of the child's school attendance are discussed. The functions of the municipality in regard to the professional initiation of youth, including activities on professional and vocational orientation, are analyzed. English summary.—(E. Sánchez-Hidalgo).

1117. Murray, Evelyn. (U. S. E. S., Washington, D. C.) *Theory of personality applied to employment counseling.* *Personnel Guid. J.*, 1953, 31, 298-303.—8 stages of personality development, described by E. H. Erikson, are briefly related to the work of the employment counselor.—(G. S. Speer).

1118. Olshansky, Simon S. *Vocational guidance as a continuum.* *Personnel Guid. J.*, 1953, 31, 340.—Vocational guidance is a vital process rooted in the facts, problems, and values of every day life.—(G. S. Speer).

1119. Rickenbach, Maria. *Von der Berufswahl.* (Concerning vocational choice.) *Psychologe*, 1953, 5, 69-71.—The author emphasizes the importance of maturation in the process of vocational selection. She urges those who desire to assist young people to be patient and to permit the evolution of occupational interest without too much adult direction. Insight in vocational selection often comes spontaneously at the time the young person is ready to make a choice. Vocational guidance is justified if there is indecision.—(T. C. Kahn).

1120. Small, Leonard. *Personality determinants of vocational choice.* *Psychol. Monogr.*, 1953, 67 (1), (No. 351), 21 p.—An investigation which seeks to explore the personality factors involved in vocational choice through the comparison of the selections made by adjusted adolescent boys with those made by disturbed subjects in the same category. The evidence obtained appears to indicate that the better adjusted boys are consistently more realistic in their choices than were the disturbed S's. It was also found that the job-concept interview was more effective than the TAT or the case history in assessing the fantasy or needs content of vocational choices with better adjusted S's showing needs connected with environment-involvement while the poorly adjusted showed needs associated with environment-avoidance.—(M. A. Seidenfeld).

1121. Strong, Edward K., Jr. (Stanford U., Palo Alto, Calif.) *Validity of occupational choice.* *Educ. psychol. Measmt.*, 1953, 13, 110-121.—In a follow-up study of 1930 Stanford University freshmen Strong compared their 1949 occupation with their 1930 choice. About half remained in their original choice or an occupation closely related; thirty percent changed to an occupation correlating .71 to .00 with the early choice and twenty percent changed to an occupation quite unrelated to the first choice (cor-

relation of -.01 to -.71). Strong describes these data as representing an r of .69 between freshmen choice and occupation 19 years later. Freshmen choosing occupations with less prestige value were more likely to change.—(W. Coleman).

1122. Super, Donald E. (Columbia U., New York.) *A theory of vocational development.* *Amer. Psychologist*, 1953, 8, 185-190.—The author describes "a theory of vocational development, a theory inherent in and emergent from the research and philosophy of psychologists and counselors during the past two decades." Basic assumptions of Ginzberg's theory and limitations inherent in it are discussed. 12 elements of an adequate theory of vocational development are given. A ten-point summary is given. 33 references.—(R. Mathias).

(See also abstracts 1535, 1546)

BEHAVIOR DEVIATIONS

1123. Ansbacher, H. L. "Neo-Freudian" or "Neo-Adlerian"? results of a survey conducted among the members of the American Psychoanalytic Association. *Amer. J. indiv. Psychol.*, 1952-53, 10, 87-88.—Abstract.

1124. Badawi, N. Y. (Hilmiyah Secondary, Cairo, Egypt.) *Psychopathology of magic and omen.* *Egypt. J. Psychol.*, 1951, 7, 35-60.—Magic is aimed at reaching certain desired goals. Omen aims at the prevention of certain undesirable consequences from occurring. In this sense they are related to such neuroses as the hysterics and compulsions and are studied as psychopathological manifestations of behaviour.—(L. H. Melikian).

1125. Behr, Zalman. *Principles of rational psychotherapy.* *Sci. & Soc.*, 1952, 16, 296-312.—"All irrational activity, that which characterizes the neurotic and psychotic, is motivated by a disturbed consciousness inaccurately reflecting external reality." The neuroses and so-called functional psychoses are the direct outcome of a disturbed life history, being disturbances in consciousness historically determined by disturbed social and class relations. It is not the unconscious that maintains the neurotic process, but the objective existence of a capitalist class structure. "The objective of rational therapist working in a class society is to assist patients to recognize that their individual interests are best served to the extent that they interact with that class in society whose interests serve society as a whole, the working class."—(M. Choynowski).

1126. Bergler, Edmund. "Stroke"—neurotic progressive attenuation from noun to verb. *Psychoanal. Rev.*, 1953, 40, 44-60.—As a noun "stroke" means "a blow," while as a verb it means "to caress." The inner conscience necessitates the reformation from noun to verb in order to disguise repressed wishes to be beaten. Hence many women need their husbands to be overtly "stroking tenderness machines."—(D. Prager).

1127. Bowman, Karl M. *Review of psychiatric progress 1952: Alcoholism. Geriatrics.* *Amer. J. Psychiat.*, 1953, 109, 517-521.—Literature on two separate fields, alcoholism and geriatrics, for the year 1952 is reviewed.—(F. W. Snyder).

1128. Buscaino, V. M. (Napoli U., Italy.) *Psicologia clinica e psichiatria.* (Clinical psychology and psychiatry.) *Arch. Psicol. Neurol. Psichiat.*,

1953, 14, 183-184.—The author states that "the great majority of psycho-pathological symptoms in the field of neuropsychiatry are the consequence of hystopathological, hystochemical and brain biochemical disturbances." In these conditions clinical psychology cannot replace psychiatry. The psychological study of neuropsychiatric cases however is not useless, but it represents only one aspect of the problem and not the most important.—(A. Manoil).

1129. **Cargnello, D.** *Sugli Erlebnisse di riferimento dei sensitivi di Kretschmer con particolare riguardo al problema psicopatologico dello spazio.* (On the reference Erlebnis of the Kretschmer's sensitives with special attention to the psychopathologic problem of space.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 194.—The "reference delirium of the sensitive" of Kretschmer presents an experience (Erlebnis) which the author has studied in one clinical case under its phenomenological aspects exclusively. The method used was anthropo-analytical, with special attention to the psychopathological problem of space and existential distance.—(A. Manoil).

1130. **Cohen, Louis H.** *Murder, madness and the law.* Cleveland, Ohio: World Publishing Co., 1952. 173 p. \$3.50.—"This book is for the interested layman—the newspaper reader, the potential juror—as well as for the psychiatrist, the judge and the lawyer.... Mainly, the book will attempt an evaluation of various aspects of legal psychiatry: to show when and why the psychiatrist is called into the courtroom and what constitutes the 'expertness' of this expert witness." A number of case histories which are within the personal experience of the author, a practicing psychiatrist, are used as illustrations.—(S. Hutter).

1131. **Colombati, S., & Canestrari E.** (Bologna U., Italy.) *L'investigazione psicologica come contributo alla pratica psichiatrica.* (Psychological investigation as contribution to psychiatric practice.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 218-223.—Clinical psychology can make valuable contributions to psychiatry. However, various psychological results in the field of normal behavior "do not authorize undertaking comprehensive analysis and explanations in the field of psychopathology." A clinical psychology conceived as a complete analysis of mental illness would be identical with psychological psychiatry. Clinical psychology is a differential psychology which considers "all psychological manifestations of individual personality in view of clarifying its internal dynamism...."—(A. Manoil).

1132. **Cruz Ferreira, Adriano.** (U. Brazil, Rio de Janeiro.) *Les stéroïdes du cortex surrénal en psychiatrie.* (The steroids of the suprarenal cortex in psychiatry.) *J. brasil. Psiquiat.*, 1952, 1, 157-184.—The literature on endocrinal and psychiatric studies of the steroids of the suprarenal cortex is reviewed under the following captions: Selye's studies of the endocrinal defense system in "stress," the steroids in neoglycogenesis, suprarenal therapeutics in relation to insulinotherapy, steroids and electro-convulsion therapy, action of the steroids on the nervous system, steroids and schizophrenia, steroids and epilepsy, steroids and lobotomy, steroids and electroencephalography. English and French summaries. 64 references.—(F. C. Sumner).

1133. **de Medeiros, Maurício.** *Psiquiatria em geral e psiquiatria social.* (Psychiatry in general and so-

cial psychiatry.) *J. brasil. Psiquiat.*, 1952, 1, 185-203.—At the inauguration of a specialized course in psychiatry at São Paulo, the author stressed the growing interest of the modern cultural world in psychiatric matters and especially those matters now known under the name of social psychiatry. English and French summaries.—(F. C. Sumner).

1134. **Dershimer, F. W.** *Review of psychiatric progress 1952: Psychiatry in industry.* *Amer. J. Psychiat.*, 1953, 109, 524-526.—Industrial management is accepting psychiatry slowly. The United States Public Health Service announced a program for training state counselors to teach counselors in industry. Some of the problems and suggested remedies are discussed.—(F. W. Snyder).

1135. **Dunham, H. Warren.** (Wayne U., Detroit, Mich.) *Some persistent problems in the epidemiology of mental disorders.* *Amer. J. Psychiat.*, 1953, 109, 567-575.—A paper on the problems of studying the epidemical nature of mental disorders. Some of the problems are persistent because men with different professional training use different concepts and become predisposed to different kinds of theories about the nature of man and factors that lie behind his behavioral disorders. 22 references.—(F. W. Snyder).

1136. **Ebaugh, Franklin G., & Barnes, Robert H.** *Review of psychiatric progress 1952: Psychiatric education.* *Amer. J. Psychiat.*, 1953, 109, 538-540.—Two outstanding events are reviewed: (1) Publication of the report of the First Conference on Psychiatric Education held at Cornell University in June 1951 and (2) the meeting of the Second Conference on Psychiatric Education held at Cornell. Various discussions, reports and agreements are reviewed.—(F. W. Snyder).

1137. **Engel, George L.** (U. Rochester, N. Y.) *Homeostasis, behavioral adjustment and the concept of health and disease.* In *Grinker, R. R., Mid-century psychiatry*, (see 28: 1140), 33-59.—All the phenomena of disease can be derived from interference with attempts at satisfaction of instinctual needs; inner perception of a disturbed equilibrium or unsatisfied need, with the concept of a danger signal; chemical, physiological, psychological and social adaptive devices coping with the stress; and structural or functional damage resulting from the stress and from attempts at adaptation which are inappropriate or unsuccessful. 22 references.—(W. L. Wilkins).

1138. **Ferrio, C.** (Torino U., Italy.) *Che cosa dobbiamo intendere oggi per psicologia medica e per psichiatria.* (What should we mean today by medical psychology and by psychiatry.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 234-236.—The problem of the relationships between psychology and psychiatry is analyzed in the light of the principles as formulated by Kurt Schneider: "infirmity is a generic term, while 'illness' is a specific term concerning only phenomena of developmental type (processes) which have beginning, duration and end; so, the term illness is applicable only to the somatic field and not to the psychological field."—(A. Manoil).

1139. **Gardiner, Muriel M.** *Meetings with the wolfman.* *Bull. Menninger Clin.*, 1953, 17, 41-48.—In an introductory note, Robert Waelder points out the significance of these reports from the later life of the subject of Freud's early paper "The history of an Infantile Neurosis" and of Brunswik's subsequent analytic treatment.—(W. A. Varvel).

1140. **Grinker, Roy R. (Ed.)** (Michael Reese Hosp., Chicago, Ill.) *Mid-century psychiatry: an overview*. Springfield, Ill.: C. C. Thomas, 1953. ix, 183 p. \$5.50.—Papers delivered at the dedication of the Institute for Psychosomatic and Psychiatric Research of the Michael Reese Hospital are separately abstracted.—(W. L. Wilkins).

1141. **Harper, Edward O., & Schiff, Edward J.** *Review of psychiatric progress 1952: Military psychiatry*. *Amer. J. Psychiat.*, 1953, **109**, 536-538.—Problems in psychiatric work in the military during 1952 are reviewed. 16-item bibliography.—(F. W. Snyder).

1142. **Heimann, Paula.** *Una contribución al problema de la sublimación y sus relaciones con los procesos de internalización*. (A contribution to the problem of sublimation and its relation to processes of internalization.) *Rev. Psicoanal., B. Aires.*, 1951, **8**, 550-568.—Translated from: *Int. J. Psycho-Anal.*, 1942, **23**, 8-17, (see 16: 3539).

1143. **Hill, Denis.** *L'électroencéphalographie en psychiatrie*. (Electroencephalography in psychiatry.) *J. brasil. Psychiat.*, 1952, **1**, 208-221.—Alpha, Beta, Delta, and Theta rhythms are characterized and interpretations of abnormalities in their respective production are given. Theta activity is related to affective functions but is normally present in the EEG of children while its appearance in an adult is considered as a phenomenon of regression. The author sees in the EEG of catatonic schizophrenics indications of greatest significance for the dynamic theory of the cerebral functions. English and French summaries.—(F. C. Sumner).

1144. **Hoch, Paul H., & Lewis, Nolan D. C.** *Review of psychiatric progress 1952: General clinical psychiatry, psychosomatic medicine, psychotherapy, and group therapy*. *Amer. J. Psychiat.*, 1953, **109**, 503-505.—The following topics were covered: denial syndrome and illness, neurocirculatory asthenia, operative procedures for the relief of pain, muscle participation in backache, multiple psychotherapy, group therapy with psychotic patients, psychosomatic sicknesses, and drugs. 11-item bibliography.—(F. W. Snyder).

1145. **Hollender, Marc H.** (U. Illinois Coll. Med., Chicago.), & **Galvin, James A.** *Teaching the psychological approach to everyday medical problems*. *J. med. Educ.*, 1952, **27**, 182-183.—Presenting sample situations, which might be met in actual practice, is given as an instructional method. With a small group of students, discussion of responses to these situations provides illustrative material for "...the development of a psychologically sound approach to everyday problems in medical practice."—(S. Counts).

1146. **Hollingshead, August R., & Redlich, Frederick C.** (Yale U., New Haven, Conn.) *Social stratification and psychiatric disorders*. *Amer. sociol. Rev.*, 1953, **18**, 163-169.—The authors hypothesize that the expectancy of psychiatric disorder, the types of psychiatric disorder, and the type of psychiatric treatment are each associated with an individual's position in the class structure. Lower social classes, the authors find, contribute disproportionately to the total psychiatric population and to the population of psychotics as opposed to neurotics. Special study of the incidence of schizophrenia indicated a regular inverse relationship with social class. Of three types

of treatment—psychotherapy, organic therapy, and custodial care without treatment—the latter two types were most prevalent in the lower classes while psychotherapy was most prevalent in the higher classes.—(W. W. Charters, Jr.).

1147. **Hughes, Joseph.** (Women's Med. Coll. of Pennsylvania, Philadelphia.) *An evaluation of contemporary research methods in the field of mental disorders*. In *Hoch, P. H., & Zubin, J., Current problems in psychiatric diagnosis*, (see 28: 908), 19-23.—Survey of psychiatric literature for 1949 and 1950 shows that psychological techniques were used in 197 articles, biochemical in 148, physiological in 89, anatomical in 75, sociological in 41, and physical in 19. Most workers seemed to lack an adequate concept of statistical sophistication and most papers showed a lack of experimental controls. Psychiatry must train more imaginative and creative research workers.—(W. L. Wilkins).

1148. **Johnson, Charles S.** (Fisk Univ., Nashville, Tenn.) *The influence of social science on psychiatry*. In *Grinker, R. R., Mid-century psychiatry*, (see 28: 1140), 144-156.—Principal influences have been the acceptance by psychiatry of the role of culture, of the sociological conception of human nature, of the sociological theory of role-taking as useful in the understanding of the psychopathic personality. The social sciences have also influenced psychiatry by supplying a broad social foundation, the concept of social role in relation to personality development, and by focussing attention of the value to be derived from observation of the total social situation of the patient.—(W. L. Wilkins).

1149. **Kallmann, Franz J.** *Review of psychiatric progress 1952: Heredity and eugenics*. *Amer. J. Psychiat.*, 1953, **109**, 491-493.—During the past year there was a trend toward formalized recognition of established principles and research procedures of psychiatric genetics. There was development toward cooperative research and guidance activity. The following areas were covered in the literature of the year: Growth, instinct, behavior, etiology of schizophrenia, neurotic personality factors, and population dynamics. 48-item bibliography.—(F. W. Snyder).

1150. **Kanner, Leo.** *Review of psychiatric progress 1952: Child psychiatry. Mental deficiency*. *Amer. J. Psychiat.*, 1953, **109**, 511-514.—Child psychiatry: inauguration of the American Academy of Child Psychiatry, issues involved in teaching the principles of child psychiatry to medical students, clinical opportunities for the psychiatric orientation of pediatricians, books, monographs and periodicals briefly reviewed. Mental deficiency: a textbook reviewed, discussion of *American Journal of Mental Deficiency* as the chief depository, and glutamic acid and mental functioning.—(F. W. Snyder).

1151. **Kennard, Margaret A.** (U. British Columbia, Vancouver.) *The electroencephalogram in psychological disorders; a review*. *Psychosom. Med.*, 1953, **15**, 95-115.—The incidence, nature, and significance of deviant wave patterns reported for the normal, neurotic, psychotic, organic, and psychopathic groups are reviewed and evaluated. 127 references.—(L. A. Pennington).

1152. **Kluckhohn, Clyde.** *The concept of culture for psychiatric theory and practice*. *Dig. Neurol. Psychiat.*, 1953, **21**, 153.—Abstract.

1153. Knight, Robert P. (Austen Riggs Center, Stockbridge, Mass.) **Borderline states.** *Bull. Menninger Clin.*, 1953, **17**, 1-12.—Borderline mental cases are discussed in their diagnostic, dynamic, and therapeutic aspects. The term itself is not recommended as a diagnostic term. "Far more important, however, than arriving at a diagnostic label is the achievement of a comprehensive psychodynamic and psychoeconomic appraisal of the balance in each patient between the ego's defensive and adaptive measures on the one hand, and the pathogenic instinctual and ego-disintegrating forces on the other, so that therapy can be planned and conducted for the purpose of conserving, strengthening, and improving the defensive and adaptive functions of the ego." 18 references.—(W. A. Varvel).
1154. Lafitte, Victor. **Psycho-somatique ou physiopathologie cortico-viscérale?** (Psycho-somatics or cortico-visceral physiopathology?) *Bull. Gr. Etud. Psychol., Univ. Paris*, 1952, **6**, 376-380.—Two conceptions originating from different backgrounds and taking widely different orientations are trying to provide explanations for functional disorders. These are: on one side the psycho-somatic conception from psychoanalytic parentage, and on the other side the concept of a cortico-visceral physiopathology derived from the works of Pavlov. Some people have tried to argue for an integration of these two theories whose positions are fundamentally opposed and irreducible. The author retraces the evolution of Pavlovian theory and that of psychosomatic medicine to show that it amounts to a diametrical opposition between dialectic materialism and idealism.—(D. Bélanger).
1155. Leuner, Hanscarl. **Über die jugendpsychiatrische Bedeutung von Reifestörungen des ersten Gestaltwandels.** (The psychiatric meaning of disturbance in maturation during the first Gestalt-change.) *Z. Kinderpsychiat.*, 1953, **20**, 12-18.—Two typical forms of psychological maturation disturbance are presented: the self-valuation neurosis and the emergence of psychopathic characteristics. On this basis, the concept of infantile genesis is modified.—(G. Rubin-Rabson).
1156. Mastrangelo, G. **L'applicazione della psicologia clinica negli ospedali psichiatrici.** (The application of clinical psychology in psychiatric hospitals.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 285-286.—Clinical psychology has a definite place in all psychiatric hospitals. Various ways for practical applications are: (1) clinical psychology should be practiced directly by the psychiatrist, (2) should be practiced by a medical psychologist, (3) by a certified psychologist, (4) by social workers appropriately prepared.—(A. Manoil).
1157. Mette, A. **Bericht über die Pawlow-Tagung.** (Report on the Pavlov Conference.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, **5**, 128-134.—The proceedings and scientific papers of the Pavlov Conference held in Leipzig January 15 and 16, 1953, are reviewed.—(C. T. Bever).
1158. Miotto, A. (Bari U., Italy.) **Considerazioni pratiche sul possibile intervento dello psicologo presso neurotici e psicotici dimessi dagli istituti psichiatrici.** (Practical considerations on the possible function of the psychologist with neurotics and psychotics discharged from psychiatric institutions.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 286-288.—The author indicates as problems for the psychologist, (1) helping the subject to understand his own personality, (2) helping the subject to make an appropriate social adjustment, (3) initiate a program of psychological reeducation, (4) teach the subject various techniques for relaxation, (5) teach the subject the technique of autosuggestion. The psychologist could undertake this work with the discharged patient under special recommendation of the psychiatrist.—(A. Manoil).
1159. Orgler, Hertha. **Comparative study of two first recollections.** *Amer. J. indiv. Psychol.*, 1952-53, **10**, 27-30.—The recollections are presented in support of Adler's view that: "(1) The life-style decides whether an event is experienced as a trauma or not; (2) The life-style molds the childhood memories."—(A. R. Howard).
1160. Ottonello, P. **La patologia del linguaggio e la personalità verbo-espressiva.** (The pathology of language and the verbal-expressive personality.) *J. nerv. ment. Dis.*, 1952, **116**, 812-817.—Different pathological conditions differentially affect the "expressive personality profile." 4 verbo-mimico-emotional syndromes which correspond to neuro-pathologic entities are described. English summary.—(J. A. Stern).
1161. Overholser, Winfred. **Review of psychiatric progress 1952: Administrative and forensic psychiatry.** *Amer. J. Psychiat.*, 1953, **109**, 534-536.—In this annual review for 1952, important problems of the year in psychiatric administration and forensic psychiatry are discussed. 18-item bibliography.—(F. W. Snyder).
1162. Richfield, Jerome. (U. Cincinnati, O.) **The role of philosophy in theoretical psychiatry.** *Bull. Menninger Clin.*, 1953, **17**, 49-57.—Philosophy, "considered not as prescientific dogma, but as logic and epistemology, is useful to science in general, and important in theoretical psychiatry. Philosophy cannot fulfill the functions of any special science—but it is a necessary instrument because of the indispensable role played by the formal components of all theorizing activity." Attention is given to the crucial role of definition in science.—(W. A. Varvel).
1163. Rieman, Glenn W. (VA Hospital, Altoona, Pa.) **The effectiveness of Rorschach elements in the discrimination between neurotic and ambulatory schizophrenic subjects.** *J. consult. Psychol.*, 1953, **17**, 25-31.—Utilizing 4 different groups, neurotics and ambulatory schizophrenics as groups did not show significant differences in the great majority of the Rorschach elements examined. 5 specific elements did show significant group differences. The theoretical meaning and implications of these significant differences are discussed. 19 references.—(F. Costin).
1164. Rockwell, Fred V. (Grasslands Hosp., Valhalla, N. Y.) **Nosology and the law.** In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 129-138.—The Mental Hygiene Law, the Code of Criminal Procedure, and the Penal Law in New York state are reviewed to indicate that most of the concepts are sound and practical.—(W. L. Wilkins).
1165. Ruggles, Arthur H. (Butler Hosp., Providence, R. I.) **The place and scope of psychotherapy: viewing fifty years in psychiatry.** New York: Salmon Committee on Psychiatry and Mental Hygiene, 1952. 96 p.—These Salmon Memorial Lectures review from

the historical and humanitarian viewpoint the advancements and digressions in psychiatry during the past 50 years. They indicate that a knowledge of the hidden depths of human nature has brought about the development of more effective psychotherapeutic treatment. A preventive program is advocated, based on research and scientific evaluation of present attempts, leading to the belief that psychiatry—the science of human behavior—rather than the logistics of destruction may accomplish world peace.—(G. E. Bird).

1166. Smith, Lauren H. (Pennsylvania Hosp., Philadelphia.) **The responsibility of psychiatry.** In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 121-126.—After clinical care, the responsibility of psychiatry is to mobilize the resources of other social disciplines to help with the problem of mental illness.—(W. L. Wilkins).

1167. Stafford-Clark, David. **Psychiatry to-day.** Baltimore, Md.: Penguin Books, 1952. 304 p. 65¢.—Intended for laymen interested in psychiatry, deals with psychiatry yesterday, today, and tomorrow. It intends to summarize knowledge about history, causes, theories, and techniques in psychiatry. It discusses the wider implications of psychiatry in medicine and in society as well as plans for meeting the needs of the future in psychiatry. Glossary.—(D. Prager).

1168. Sullivan, Harry Stack. **The interpersonal theory of psychiatry.** New York: Norton, 1953. xviii, 393 p. \$5.00.—Edited by Helen Swick Perry and Mary Ladd Gawel, this first book from the unpublished lectures of Harry Stack Sullivan is limited mainly to a series of lectures which he gave in the Washington School of Psychiatry in the winter of 1946-1947. The lectures have been organized in 4 parts: Introductory concepts (3 lectures); The developmental epochs (15 lectures); Patterns of inadequate or inappropriate interpersonal relations (3 lectures); and a final lecture, Towards a psychiatry of peoples.—(A. J. Sprow).

1169. Tennant, Thomas. (St. Andrew's Hosp., Northampton, Eng.) **The presidential address: "Reflections on genius."** *J. ment. Sci.*, 1953, 99, 1-7.—Reconsidered is the question of the relation of mental instability and genius, with illustrations drawn chiefly from the lives of William Cowper and John Clare.—(W. L. Wilkins).

1170. Watts, C. A. H., & Watts, B. M. **Psychiatry in general practice.** London: J. & A. Churchill, Ltd., 1952. viii, 228 p. 12s. 6d.—This handbook for the family doctor by general practitioners urges the importance of dealing with functional illness in general practice. Psychiatric syndromes are described and special problems of children and the aged are considered with copious use of illustrative case material; prophylactic measures of marriage counseling and sex education are outlined. A note on the future of psychiatry is appended.—(C. T. Bever).

1171. Wijsenbeck, H. **Hekef hanevrologia.** (Scope of neurology.) *Harefuah*, 1952, 42, 22-24.—The evolution in the medical way of thinking is discussed, and its significance for neurology. The materialistic approach of Descartes is not valid any more for functional pathology. Man is object study as an entity, and a disregulation of any function concerns the organism as a whole. This approach

broadened the outlook of the neurologist, and changed the aspect of his clinical work. Thus, his activities overlap with that of other specialists. To prove it, 2 case histories are presented. English summary.—(H. Ormian).

1172. Wilkins, Walter L. (St. Louis U., Mo.) **Films depicting mental illness.** *Personnel Guid. J.*, 1953, 31, 473-474.—9 sound films depicting important features of seriously disordered behavior in hospitalized patients are reviewed.—(G. S. Speer).

1173. Winnik, Z. H. **Hearot k'laliyot liv'aya shel t'huka psihiatrit bam'dina.** (Notes on the problem of psychiatric legislation in Israel.) *Harefuah*, 1952, 42, 60-62.—A sketch of the situation in other countries and in Mandatory Palestine is given. The new law has to take into consideration the needs both of medicine and of society. Psychiatric cases are to be handled first of all by medical factors, and to a minimal extent by administrative ones. Psychiatry is to be advanced by the state. We have to abolish the legal discrimination between mentally and physically sick persons. Thus, the registration of mentally sick is to be cancelled. The responsibility is to be put on the Ministry of Health.—(H. Ormian).

(See also abstracts 16, 156, 209, 215, 216, 218, 461)

Mental Deficiency

1174. Barker, B. W. **Preparation of retarded clients and employers for on-the-job training and placement.** *Amer. J. ment. Def.*, 1953, 57, 580-584.—The importance of the counselor in accomplishing an effective on-the-job training program and eventual satisfactory employment for the retarded client is discussed. The counselor's duties in this kind of program are listed.—(V. M. Staudt).

1175. Beard, Robert J. (Lincoln (Ill.) State School and Colony.) **Industrial therapy with mental defectives.** *Amer. J. ment. Def.*, 1953, 57, 547-553.—Some of the changes occurring as the result of industrial therapy with mental defectives are listed such as: (1) increase of recommendations for outside placements, (2) increase of quantity and quality of work output, (3) decrease in patient disciplinary cases, (4) increase in interest and concern of employees regarding their patient help, (5) decrease in number of escapes, and (6) a general high level of institutional adjustment, particularly in the case of former behavior problems. Progress is regarded by the author as promising thus far in industrial therapy. However there is much need for research and for trained personnel.—(V. M. Staudt).

1176. Bergman, Murray, & Fisher, Louise A. **The value of the Thematic Apperception Test in mental deficiency.** *Psychiat. Quart. Suppl.*, 1953, 27, 22-42.—The TAT is a fruitful method of overcoming the resistances of the mentally defective so as to establish personality profiles. The TAT aids in clarification of diagnoses, comprehension of dynamics, and facilitation of treatment of mental defectives. The TAT lends support to the contention that the mental defective is a personality.—(D. Prager).

1177. Bök, J. A., Schut, John W., & Reed, S. C. (U. Minnesota, Minneapolis.) **A clinical and genetic study of microcephaly.** *Amer. J. ment. Def.*, 1953, 57, 637-660.—Various types of microcephaly are discussed and a tentative classification is offered

by the authors. The frequency of the syndrome "genetic microcephaly" in the general population is estimated approximately as between 1:25,000 and 1:50,000. The clinical features of this syndrome are outlined. The authors state that their data suggest a heterozygous expression of the gene for this syndrome. This expression seems to occur as a moderate intellectual impairment. The important possibility exists that borderline intellectual development in .05 to 1% of the population might be due to the intermediate expression of the gene for "genetic microcephaly." 24 references.—(V. M. Staudt).

1178. **Cianci, Vincentz.** Objectives of home training. *Training School Bull.*, 1953, 50, 23-29.—As only 10% of retarded children can be cared for in state or residential schools, the others must be cared for at home and parents need insight and help to understand the present and future deficiencies of the child, the use of community resources, and the place of residential schools.—(W. L. Wilkins).

1179. **Coleman, James C.** (U. California, Los Angeles.) Group therapy with parents of mentally deficient children. *Amer. J. ment. Def.*, 1953, 57, 700-704.—This study stresses the possibility of employing group therapy with the parents of the mentally deficient in order to promote better coordination between educational institutions and the home, as well as to help the parents in developing understanding and healthier attitudes toward the various problems centering around the rearing of mentally deficient children.—(V. M. Staudt).

1180. **DiMichael, Salvatore G.** (Federal Security Agency, Washington, D. C.) Vocational rehabilitation for the mentally retarded. *Personnel Guid. J.*, 1953, 31, 428-432.—Many mentally retarded persons, regarded as unemployable, can be rehabilitated and placed in useful employment. The record of State-Federal rehabilitation programs is reviewed.—(G. S. Speer).

1181. **Garrison, Ivan K.** A developmental school program for educable mentally handicapped. *Amer. J. ment. Def.*, 1953, 57, 554-564.—The program of the Special Education Department in Jacksonville, Illinois, is described. It includes not only the development of skills and attitudes in the mentally defective child in respect to physical and mental health, homebuilding, societal relations and occupational education but it also provides for parent education.—(V. M. Staudt).

1182. **Harkavy-Katz, S.** Hayered hahole b'shituk mohi v'hayered hamongoloidi b'hayer hamishpaha. (The cerebral palsy child and the mongoloid and his family.) *Harefuah*, 1952, 43, 70-71.—The question is examined, if there is hope to rear cerebral palsy (0.007 of children) and mongoloid (0.23%) children. $\frac{3}{5}$ of the first are mentally normal, but also the other $\frac{1}{5}$ could be reared, if the situation were early enough recognized, and the family properly instructed. The latter remain "unfinished children," and being mentally retarded (I.Q. 40-70), they can be reared only by means as of homework and gardenwork. The "all or none approach" is wrong, and optimism regarding their future is justified. 2 histories of retarded children are given.—(H. Otmian).

1183. **Hill, Irvin B.** (Oregon Fairview Home, Salem.) Industrial therapy. *Amer. J. ment. Def.*, 1953, 57, 544-546.—The need of having a person in charge of the work assignment of mental defectives in

every institution is described. The author stresses that the overall objectives must be outlined by management before the industrial therapist can give the best service.—(V. M. Staudt).

1184. **Hoyle, J. Squire.** (City of Leeds Mental Health Services, Leeds, Eng.) Employment and occupation of the mentally handicapped. *Amer. J. ment. Def.*, 1953, 57, 587-593.—Provisions for the employment and occupation of the mentally handicapped in England are described.—(V. M. Staudt).

1185. **Jervis, George A.** (Letchworth Village, Thiells, N. Y.) Genetic factors in mental deficiency. *Amer. J. hum. Genet.*, 1952, 4, 260-271.—Review of current theory and summary of available data regarding genetic aspects of mental defect. 66 references.—(S. L. Halperin).

1186. **Jervis, George A.** (Columbia U., New York.) Trends and advances in the study of mental deficiency. In Hoch, P. H. & Zubin, J. *Current problems in psychiatric diagnosis*, (see 28: 908), 256-266.—Most undifferentiated mental deficiency is presumed to be heritable and found in the population according to frequencies expected in a normal distribution. Recent research on specific causation of rarer genetic varieties has helped to define types more precisely. Prenatal and birth injury causes, including anoxia, are still not clearly understood. Good differentiation between childhood autism and various sorts of mental deficiency and especially pseudo-feble-mindedness is needed. 64 references.—(W. L. Wilkins).

1187. **Johnson, Elizabeth Z.** (U. Utah, Salt Lake City.) Individual patterns of emotional functioning in children of comparable I.Q.'s.—Implications for education. *Amer. J. ment. Def.*, 1953, 57, 681-686.—Brief case histories which suggest that the potential indicated by a Raven Progressive Matrices z-score equal to or higher than the Binet z-score has some relevance to the program of emotional re-education undertaken in individual play therapy and psychological treatment are presented. The Raven-Binet pattern may provide a prognostic sign which, in conjunction with other considerations will be useful in selecting children for psychological treatment. 21 references.—(V. M. Staudt).

1188. **Kurland, Albert A., & Gilgash, Curtis A.** A study of the effect of glutamic acid on delinquent adult male mental defectives. *Amer. J. ment. Def.*, 1953, 57, 669-680.—Two groups of mental defectives were studied. 13 individuals constituted the control group and 13 the experimental group to which glutamic acid was administered. In the short period of time (30 days) that it was administered the glutamic acid did appear to have a stimulating effect. This was not sustained when treatment was stopped. No noticeable changes in social behavior of such patients were observed.—(V. M. Staudt).

1189. **Lang-Brown, Helen; Lawler, Sylvia D., & Penrose, L. S.** *Ann. Eugen., Camb.*, 1953, 17, 307-324.—"Members of a series of over 100 families, each selected by the presence of at least one case of mongolian imbecility, have been blood typed for A₁A₂BO, MNS, Rhesus, P, Lewis and Kell. No gross anomalies in the distributions of antigens were observed either in the propositi or their sibs. Slight deficits of group A, group B, Rhesus D⁺, Le (a⁻) and Kell⁺ cases among mongols were noted as compared with the general population estimates. It is con-

cluded that mongolism cannot be due to antigenic incompatibility between mother and foetus for any of the antigens studied."—(G. C. Schwesinger).

1190. MacDonald, J. M. (Training Sch., Vineland, N. J.) **Backward children can be taught.** *Training Sch. Bull.*, 1953, 49, 215-218.—Research at Vineland Training School is reviewed.—(W. L. Wilkins).

1191. Mehlman, Benjamin. (Kent (O.) State Univ.) **Group play therapy with mentally retarded children.** *J. abnorm. soc. Psychol.*, 1953, 48, 53-60.—"Thirty-two institutionalized, endogenous, mentally retarded children, divided into three individually matched groups, were used in an investigation into the personal and intellectual changes, and the interrelationships between such changes, evoked as the result of an experience in nondirective, group play therapy." 38 references.—(L. N. Solomon).

1192. Merzbach, A. **Hitpathut silit shel y'ladim defektiyvim.** (Mental development of defective children.) *Harefuah*, 1951, 41, 11-12.—Constancy of IQ is examined by means of retesting 3 groups of children (mongoloids, other oligophrenics and brain injured) during 6 years—twice a year in the pre-school period and once in the elementary school age. Various ways of mental development are needed with various types of oligophrenics. The results of testing and retesting are of diagnostic value for organic diseases of the brain. We have to take into consideration the emotional factor, especially during the first testing. Treatment with glutamic acid, suggested by Zimmermann et al., needs further investigation.—(H. Ormian).

1193. Morris, J. V., MacGillivray, R. C., & Mathieson, Constance M. (Little Plumstead Hall, Norfolk, Eng.) **Celastrus paniculata in mental deficiency: a pilot experiment.** *J. ment. Sci.*, 1953, 99, 158-160.—Despite reports in the Indian literature on the efficacy of the seeds, no improvement was shown for 32 patients, carefully controlled, on the Stanford-Binet, Porteus Mazes or other tests, and it is concluded that the treatment does not improve the intelligence of the mentally deficient.—(W. L. Wilkins).

1194. Mursell, George R. (Oregon Fairview Home, Salem.) **A job analysis form for institutional jobs.** *Amer. J. ment. Def.*, 1953, 57, 585-586.—A brief description of the form as well as a copy of it is presented.—(V. M. Staudt).

1195. New York State. Dept. of Mental Hygiene. **Symposium on research into the causes of feeble-mindedness.** Utica, N. Y.: State Hospitals Press, 1952. 37 p.—The replies of 21 research workers, essentially in the fields of psychiatry and neurology, to a request by the officials of Letchworth Village for suggestions for research on mental deficiency make up the booklet. Most suggestions had to do with etiological factors. Others pertained to the need for a sound classification system, prevention, emotional, sociological and educational problems, and the possible establishment of pediatric residencies in schools for mental defectives. "The need for purely psychological research was not stressed adequately perhaps because few (2) psychologists were interviewed."—(T. E. Newland).

1196. Pascal, Gerald R. **The effect of a disturbing noise on the reaction time of mental defectives.** *Amer. J. ment. Def.*, 1953, 57, 691-699.—A population of 22 mental defectives was trained on simple

reaction time until a plateau of performance was reached. The reaction times of these subjects was then measured when a loud, disturbing noise was introduced with the "ready" signal. The over-all first effect of the noise was a pronounced increase in reaction time. This increase was found to be significantly related to both mental and chronological age. A curve of adaptation showed an initial great reaction to noise, followed by a stage of adaptation. Some subjects showed a complete disruption of performance. The results are compared to Selye's findings with animals under stress. 16 references.—(V. M. Staudt).

1197. Sion, Alvin. (Pacific Colony State Hosp., Spadra, Calif.) **Casework with an adolescent boy of moron intelligence.** *Amer. J. ment. Def.*, 1953, 57, 709-718.—An example of casework with an adolescent boy of moron intelligence is given. Information concerning the various interviews held with the boy is described fully.—(V. M. Staudt).

1198. Staver, Nancy. (Judge Baker Guidance Center, Boston, Mass.) **The child's learning difficulty as related to the emotional problem of the mother.** *Amer. J. Orthopsychiat.*, 1953, 23, 131-141.—Mothers of disturbed children with learning difficulties are often women who have focused on their retarded children their own fears of loss and abandonment associated with intense oral dependent needs. These mothers use intellectual inhibition themselves as a defense in certain critical situations. And the child's stupidity provides the mother with vicarious gratification of her needs, as well as protecting her from dreaded separation from the child.—(R. E. Perl).

1199. Stephens, Elsie. (State Dept. Ment. Hyg., Los Angeles, Calif.) **Defensive reactions of mentally retarded adults.** *Soc. Casewk*, 1953, 34, 119-124.—Attention is focused on "the nature of the defective's anxiety and the patterns he utilizes to ward off his feelings of inadequacy." The discussion is based on "the observation of about two hundred patients on work leave from Pacific Colony and Sonoma State Home." The author concludes that the caseworker's role should be to direct the patient's efforts toward attaining tangible goals which produce rather immediate satisfactions and positive experiences in his relationships with others.—(L. B. Costin).

1200. Slotijn-Egge, Solveig. (U. Leiden, Holland.) **Onderzoek over de ontwikkeling van het tekenen bij laagstaande oligophrenen.** (Investigation of the drawing ability in low-grade oligophrenics.) Leiden: "Luctor et Emergo," 1952. 174 p.—A group of 59 feeble-minded children ranging from 13 to 21 years of age were examined on their ability to make drawings of increasing difficulty and complexity. The subjects were found to fall into three main groups: non-performers, scribblers, and drawers. Types of reaction to the paper-and-pencil-situation were observed. Relations of drawing level to MA (Buhler-Hetzer, Stanford-Binet), language development, and Goodenough performance were investigated. Finally, drawing ability and behavior of the mental-defective group were compared to that of normal children. 164-item bibliography. English summary.—(F. de Wit).

1201. Williams, J. Robert, & Belinson, Louis. **Neurosis in a mental defective.** *Amer. J. ment. Def.*, 1953, 57, 601-612.—After a brief review of the problems of neurosis and personality dynamics the history

of Case D is presented with a discussion and interpretation.—(V. M. Seaudt).

1202. Züblin, W., & Lutz, J. Über einen Versuch mit Glutaminsäurebehandlung bei 16, resp. 30 schwachbegabten Schülern. (An investigation of glutamic acid therapy in 30 mentally deficient children.) *Z. Kinderpsychiat.*, 1953, 20, 38-44.—Among 16 treated and 14 controls, aged 6 to 15, a 5.5 months treatment schedule produced increased alertness in 6 of the 16 treated and 2 of the 14 controls. Intelligence remained unchanged. Improvement seems due to increased pedagogic stimulation and improved general health. English, French, and Spanish summaries.—(G. Rubin-Rabson).

(See also abstracts 1150, 1530)

Behavior Problems

1203. Alliez, J. Délire amphotaminique. (Benzedrine delirium.) *Encéphale*, 1953, 42, 21-26.—The author presents the case of a young woman who, having taken "ortedrine" over a two year period intramuscularly in progressively increasing dosages was hospitalized with a clinical picture of excitement with many paranoid schizophrenic features. She was discharged one week later, having calmed down considerably even though she was still hallucinating. On her second hospital admission 6 months later slow but very definite improvement could be observed. When seen again 10 months later no traces of psychotic behavior or thought content could be elicited. The author compares the clinical picture and its course to those which have been observed as the consequence of various drugs.—(M. L. Simmel).

1204. Bak, Robert C. Fetishism. *J. Amer. psychoanal. Ass.*, 1953, 1, 285-294.—Fetishists show weakness of ego structure, inordinate separation anxiety, erotization of the hands, pregenital fixations, and simultaneous and alternating identification with the phallic and penisless mother.—(D. Prager).

1205. Balduzzi, E. Schemi psicopatologici della anoressia mentale. (Psychopathological aspects of mental anorexia.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 176-179.—Mental anorexia presents, according to the author, a problem of nosological definition, a problem as to its actual basis (organic or psycho-bio-dynamic), and finally the problem of the existence of various psychopathological types. The problem of the possible psychogenesis of the alimentary instinct has not been sufficiently studied. On the basis of four typical cases the author states that it is not possible to have a unique pattern of mental anorexia. Moreover none of the four cases can be classified within the category of hysteria.—(A. Manoil).

1206. Bendrat, M. (U. Leipzig, Germany.) Zur Frage der Psychopathie. (The question of psychopathy.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, 5, 70-78.—The teachings in the German literature on psychopathy are reviewed. The contradictions between the theories of the immutability of character and the practical attitude towards accountability and therapy are ascribed to the separation of intelligence from character and to the under-evaluation of exogenous factors. Organically caused psychopathies are more frequent than previously assumed. Environmental, especially social factors are

stressed as important in "character development." 33 references.—(C. T. Bever).

1207. Benedetti, G. (Burgholzi, Zurich, Switzerland.) Zur psychopathologie des Werner'schen syndroms. (On the psychopathology of Werner's syndrome.) *Conf. Neurol.*, 1953, 13, 27-37.—"A patient with Werner's syndrome showed the picture of emotional immaturity, lack of independence and helplessness. The sexuality was never developed. The continuous apathy was only temporarily interrupted by short depressive states. The total psychopathologic picture corresponds to that seen in many endocrine, particularly hypophyseal diseases and in cerebral lesions, particularly lesions of the basal ganglia. There is apparently a continuous causal interaction between underdevelopment of the personality and that of the affective relationship to the surroundings. Both can be understood only in their interaction." English and French summaries.—(M. L. Simmel).

1208. Berkeley, Ruth P. Sleeping pill pregnancy. *Psychoanalysis*, 1952, 1 (3), 53-64.—The author presents 3 cases from her analytic practice in which under the stress of anxiety each woman, unable to experience orgasmic relaxation with a desired mate, sought relief through the oral instinctual route. This route is reminiscent not only of the earliest infantile theories of impregnation but also repeats the mother-child identification experienced with their own mothers. All 3 women were oriented to the primary feminine ambitions of mate and child, with a basic instinctual concern for association with a mate together with a concern for impregnation. All regarded "pill power" as a valuable adjunct to "will power," and sedation was a deliberate choice to increase their comfort and effectiveness under stress conditions.—(L. E. Abt).

1209. Berman, Leo. Perception and object relation in a patient with transvestite tendencies. *Int. J. Psycho-Anal.*, 1953, 34, 25-39.—In the case history presented the patient confined himself, in his spatial perception to the rectilinear plane. This is interpreted as a defence against perception of curved configurations which were "charged with dangerous sex and aggressive feelings." Important throughout life is the circular process of: perception of objects → ego identification → mode of dealing with objects → perception of objects.—(G. Elias).

1210. Blickenstorfer, E. Hormonale und psychologische Befunde bei einer sterilen Akromegalen mit gesteigertem Geschlechtstrieb. (Hormonal and psychological findings in a case of castrating acromegaly with increased sex drive.) *Conf. Neurol.*, 1953, 13, 70-79.—The author reports the history and the hormonal picture of a 32-year-old acromegalic patient with unusually motherly behavior and increased sexual drive. In view of the asexual hormonal picture and a knowledge of the personality of this patient, the author concludes that her emotional drive can be explained chiefly, perhaps exclusively, by psychologic factors. English and French summaries. 23 references.—(M. L. Simmel).

1211. Rindra, Dalbir, & Cameron, Lois. (McGill U., Montreal, Canada.) Changes in experimentally produced anxiety with the passage of time: incubation effect. *J. exp. Psychol.*, 1953, 45, 197-203.—"Eighteen Ss were exposed to a series of experimental signals, once before and once after a rest

period of 10 min." Palmar conductance was taken as the measure of anxiety, and was found to be significantly greater in the trials after the rest period than in the trials before the rest period. Discrimination between the shock and nonshock signals tended to be worse after the rest period. The changes are attributed to a genuine incubation effect.—(A. K. Solarz).

1212. Bonner, Frances; Cobb, Stanley; Sweet, William, & White, James C. Frontal lobe surgery. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 392-421.—A brief description of frontal cortical operations used in ameliorating intractable pain is presented along with a summary of results and a discussion of surgical complications as a consequence of these operations. Psychological changes as a consequence of these operations are described and discussed. 20 references.—(J. A. Stern).

1213. Bowman, Karl M. (Langley Porter Clinic, San Francisco, Calif.) Sexual deviation research. Sacramento, Calif.: Assembly, California Legislature, 1952. 80 p.—This is a progress report of the planning and study devoted to research into the problems of sex offenses. Two proposed investigations are a pilot study of certain aspects of male homosexuality and "a long-term study of the effects of castrations in sex deviates."—(C. R. Adams).

1214. Brenner, Charles. An addendum to Freud's theory of anxiety. *Int. J. Psycho-Anal.*, 1953, 34, 18-24.—Rejected is Freud's theory that anxiety arises automatically in the individual without active participation of the ego whenever the psychic economy is disturbed by an unmasterable influence. It is hypothesized, instead, that the infant knows no fear at birth but only feels pleasure-unpleasure. As the child acquires the ability to anticipate unpleasure he develops the ability to experience anxiety. 36 references.—(G. Elias).

1215. Carp, Eugène. (U. Leyden, Netherlands.) Troubles de l'image du corps. (Disturbances of the body image.) *Acta neurol. psychiat. belg.*, 1952, 52, 461-475.—A review is made of clinical and literary studies of disturbances of body image (depersonalization, heautoscopia, the double, peculiarity of body image in the blind and in amputees).—(F. C. Sumner).

1216. Caruso, Igor A. Notes sur la "réification" de la sexualité. (Notes on the "reification" of sexuality.) *Psyché, Paris*, 1952, 7, 778-788.—Reification, a term introduced by Joseph Gabel, has a dialectic origin and appears to be the result of a "depreciation of the values of life." All sexual problems of a psychic nature can be characterized by the reification of sexuality. The problems found by a reified sexuality are many and include not only psychological ones but also anthropological, philosophical, and theological ones.—(G. Besnard).

1217. Fisher, Marshall L. (Charlotte (N. C.) Mental Hygiene Clinic.) The intermediate role and emotional immaturity. *Neuropsychiatry*, 1952-53, 2, 141-152.—Emotional immaturity manifests itself clinically with a strong component of passivity, which is utilized by the patient for the manipulation of others and as an aggressive weapon. Areas of emotional immaturity can be strong driving forces toward self-fulfillment and socialization.—(W. L. Wilkins).

1218. Fleskens, A. R. M. Les tests appliqués à ce cas. (Tests applied to this case.) *Psyché, Paris*,

1953, 8, 12-14.—A clinical workup on the Rorschach, the Szondi and Young's association test for a patient (see 28: 1227). The conclusions agree partially with the clinical and psychiatric examination of the patient.—(G. Besnard).

1219. Gastaut, H., Ferrer, S., & Castells, C. Action de la diéthylamide de l'acide d-lysergique (LSD 25) sur les fonctions psychiques et l'électroencéphalogramme. (The action of d-lysergic acid diethylamide (LSD 25) on psychological functions and the electroencephalogram.) *Conf. Neurol.*, 1953, 13, 102-120.—The effect of a single oral dose of 40-60 mg. LSD 25 was investigated in 12 normal subjects. Hyperactivity and instability of the entire autonomic nervous system followed ingestion. Perception and global activity were exaggerated. Affect became labile, and there was a tendency to euphoria, or, less frequently, anxiety. Psychological tests revealed that attention and abstract thinking were impaired. Looseness of thought also occurred. The various effects described are considered to be an expression of neuronic hyperexcitability and a reduction in the filtering of impulses through nervous centres. German and English summaries. 21 references.—(M. L. Simmel).

1220. Graber, H. E. Angst in der Handschrift. (Fear in handwriting.) *Psychologe*, 1953, 5, 71-75.—The author states that fear may be detected in handwriting by a number of graphological characteristics which are described and illustrated.—(T. C. Kahn).

1221. Grant, Vernon W. (Hawthornden State Hosp., Macedonia, O.) A case study of fetishism. *J. abnorm. soc. Psychol.*, 1953, 48, 142-149.—A 35-year-old male recounts his experiences when suffering from a shoe fetish.—(L. N. Solomon).

1222. Guiraud, Paul. Les états d'étrangeté. (The states of strangeness.) *J. Psychol. norm. path.*, 1952, 45, 449-463.—The individual with a state of strangeness displays the following characteristics: (1) loss of ability to recognize that one's behavior is one's own, (2) weakening of the "ME," (3) loss of boundaries of the "ME," (4) loss of notion of reality, and (5) inability to follow time.—(G. Elias).

1223. Guttmacher, Manfred S. Diagnosis and etiology of psychopathic personalities as perceived in our time. In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908) 139-155.—Confusion in the use of the term psychopathic personality can be reduced by limiting it to the sort of cases described by Cleckley. The behavior, although it can be caused by several noxious agents, such as encephalitis or severe head injury in early childhood, is generally the result of affect starvation in the early years of life. Where malignant anti-social behavior is found sadistic treatment is probably an additional cause. 38 references.—(W. L. Wilkins).

1224. Hare, E. H. (Bristol Ment. Hosp., Bristol, Eng.) Acute porphyria presenting with mental symptoms. *J. ment. Sci.*, 1953, 99, 144-147.—Three cases, two of the acute disease, are detailed. 14 references.—(W. L. Wilkins).

1225. Hargrove, Eugene A. (Memorial Hosp., Berkeley, Calif.), Bennett, A. E., & Ford, Frederick R. The value of subconvulsive electrostimulation in the treatment of some emotional disorders. *Amer. J. Psychiat.*, 1953, 109, 612-616.—100 anxiety or de-

pression patients were used, 50 of which were given a total of 589 electrostimulations with psychotherapy. The remainder of 50 patients were treated by psychotherapy alone. The results were classified as no change, improved and socially recovered. Less than one-fifth of the patients treated with psychotherapy alone for the symptom of anxiety failed to improve or recover, as compared with almost two-thirds of those treated by the combined method.—(F. W. Snyder).

1226. Hilgard, Josephine R. Anniversary reactions in parents precipitated by children. *Psychiatry*, 1953, 16, 73-80.—Two cases are presented to illustrate symptoms in a parent precipitated when the parent's child reaches the age at which the parent had a traumatic episode in childhood.—(C. T. Bever).

1227. Hoelen, Ed. Le cas d'un fétichiste qui versait de l'encre sur les toilettes des jeunes femmes. (The case of a fetishist who poured ink on young women's dresses.) *Psyché, Paris*, 1953, 8, 1-11.—The patient, a retired Army major, thrice married, was apprehended by the authorities for throwing ink on young women's dresses. A psychiatric examination revealed a relatively healthy personality with tendencies to fetishism for feet and dainty shoes, a relatively impotent sexual life, a fear of castration and some sadistic traits.—(G. Besnard).

1228. Iversen, Torben. Psychogenic obesity in children. I. *Acta paediatr., Stockh.*, 1953, 42, 8-19.—16 of 40 children showed psychogenic obesity. In the remaining 24 children psychogenic factors were questionable or non-existing. A nonrejecting maternal overprotection was disclosed in 20 cases. This attitude did not show itself in overfeeding the child. Hence Bruch's theory is too specific. Psychogenic factors are important only in certain cases of obesity in childhood.—(D. Prager).

1229. Jäger, Otto. Gegen das Lampenfieber. (Counteracting stage-fright.) *Psychologe*, 1953, 5, 101-105.—A psychoanalytic exploration of the personality may reveal the basis of excessive stage-fright and assist an individual in overcoming it. Empathy with the audience and harmony within self as well as good physical condition are requisites for good delivery.—(T. C. Kahn).

1230. Jarvie, Hugh F. (Oxford U., Eng.) Episodic rage, theta rhythm, and obsessions. *J. ment. Sci.*, 1953, 99, 252-256.—One case is reviewed to suggest that where nervous system maturation has failed to take place—where theta rhythm may appear that of a child or an adult psychopath—the nervous system may attempt to achieve stability by the development of symptoms having a peculiar inhibitory quality, especially obsessive-compulsive rituals. Such development is more probably associated with paroxysmal than with aggressive aspects of the unstable nervous system.—(W. L. Wilkins).

1231. Kates, Solis L. (U. Oklahoma, Norman.), & Schmolke, Merton F. Self-related and parent-related verbalizations and Bender-Gestalt performance of alcoholics. *Quart. J. Stud. Alcohol*, 1953, 14, 38-48.—Bender-Gestalt (Pascual-Suttell scoring) revealed no differences between 18 alcoholics and 18 controls, but analysis of verbalizations about parents showed that alcoholics spontaneously characterized their fathers as hard workers and good supporters, their mothers as self-sacrificing, and themselves as without psychological weaknesses.—(W. L. Wilkins).

1232. Knehr, C. A., Vickery, A., & Guy, M. (Payne Whitney Psychiatric Clinic, New York.) Problem-action responses and emotions in Thematic Apperception Test stories recounted by alcoholic patients. *J. Psychol.*, 1953, 35, 201-226.—The TAT was used on alcoholics to determine whether their personality dynamics might differ from other clinical patients, and whether TAT will diagnose what type of conflict produces alcoholism. 78 complete patient records were available, 33 of alcoholics, 45 with other assorted difficulties. These records were compared with physicians' knowledge of personality dynamics of the same patients within the first month of hospitalization. Only in rare instances did the test contribute new information. Qualitatively, the alcoholics did show a tendency to tell stories with outgoing, positive action, in contrast to other patients whose stories had characters who were submissive and avoided problems.—(R. W. Husband).

1233. Krschek, J. Die Ermüdungszustände in der nervenärztlichen und psychotherapeutischen Praxis. (Fatigue states in neurological and psychotherapeutic practice.) *Mensch u. Arbeit*, 1952, 5, 145-155.—Brain injuries without neurological signs or detectable tissue damage may be characterized by fatigue symptoms. Fatigue patterns for various organic diseases are described. "Constitutional nervousness" resembles the neurasthenic reaction, but is differently caused. It is produced by fundamental defects in the will-activity of the individual. Rest is the basic treatment for the neurasthenic reaction. The constitutional fatigue case cannot be helped much; a regime of work and living may be devised that is suitable for him.—(S. Adams).

1234. Leavitt, Harry C. Relationships between conditioned fear patterns and the development of anxiety. *Psychoanal. Rev.*, 1953, 40, 27-35.—Anxiety is a fear connotation resulting when a variable degree of fear is temporarily separated from the object in a fear pattern. Anxiety is an attenuated affect compared to the specific fear. Unconscious guilt can cause conscious anxiety by activating repressed specific conditioned fear patterns established during the oedipal period. "It is encouraging that modern psychiatric thought is turning in the direction of the neurophysiological laboratory."—(D. Prager).

1235. Liberman, David. Genesis de las elecciones de objeto de un homosexual. (Genesis of the object choices of a homosexual.) *Rev. Psicoanal., B. Aires*, 1951, 8, 478-513.—The analysis of an active homosexual male patient revealed that his fear of being unloved by his mother led him to identify with her. His older and preferred brother became his primary sex object choice. A masochistic identification was made later with a younger sister who died of meningitis. As an adult, he saw the "gestures and acts" of this sick sister in other homosexuals. A third sibling, a younger brother, became a new narcissistic object choice when the patient identified himself with the mother who fed the child. His choice of Christians as homosexual partners represented an act of aggression against his father and against Jewry as a form of denial of his primary Jewish affiliations. English, French, and German summaries.—(C. A. Schoper).

1236. López Ibor, J. (U. Madrid, Spain.) L'an-goisse vitale et son traitement. (Vital anxiety and its treatment.) *Encéphale*, 1953, 42, 1-20.—The author

considers the problem of various psychiatric syndromes which are characterized by periodic fluctuations. He finds "vital anxiety" a common denominator of various types of depressions and anxiety states and believes that the symptomatology is related to diencephalic regulatory disturbances. Treatment with acetylcholine injections produced marked improvement in 62 out of 81 patients. In a control group of 19 patients only 6 improved without treatment.—(M. L. Simmel).

1237. Marcuse, F. L. (State Coll. Washington, Pullman.) The nature of symptoms in the minor behavior disorders. *J. abnorm. soc. Psychol.*, 1953, 48, 151-152.—The argument is made that in certain definable instances a symptom, rather than indicating an underlying conflict, may be autonomous in nature.—(L. N. Solomon).

1238. Murdones R., Jorge; Segovia M., Natividad; & Hedera D., Arturo. Heredity of experimental alcohol preference in rats. II. Coefficient of heredity. *Quart. J. Stud. Alcohol*, 1953, 14, 1-2.—Study of seven generations shows the presence of genetic factors in the appearance of experimental alcohol preference in rats fed a special diet.—(W. L. Wilkins).

1239. Merritt, H. Houston. Anti-epileptic drugs in the treatment of behavior disorders. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 295-300.—"Anti-convulsive drugs can modify the activity of the cerebral cortex. In some patients the administration of anti-convulsive drugs is accompanied by an improvement in behavior but the evidence is not sufficient to show that this improvement is due to a specific action of the drug. This is especially true of children with behavior disorders without convulsive seizures." 20 references.—(J. A. Stern).

1240. Monro, A. B., & Steadman, H. H. (Long Grove Hosp., Epsom, Eng.) Myanesin in psychiatry. *J. ment. Sci.*, 1953, 99, 285-287.—The drug may facilitate therapy in anxiety states by providing the patient with some positive, subjective change, and sometimes with relief, but has less value in treatment of anxiety in neurotic or psychotic conditions.—(W. L. Wilkins).

1241. Nencini, R., Reda, G. C., Schiavi, F., & Alliani, E. (Roma U., Italy.) Il P. F. test di Rosenzweig in trenta tentativi suicidio. (The Rosenzweig P. F. test in thirty suicidal attempts.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 289-306.—A research on 30 cases of attempted suicide with the picture-frustration test of Rosenzweig is reported. When the results of all cases are treated together it is not possible to obtain significant differences with reference to normal subjects, except for tendencies; when, however, various cases are classified by motivational factors, significant differences were found. The Rosenzweig test is useful in individual examinations.—(A. Manoil).

1242. Oltman, Jane E., & Friedman, Samuel. (Fairfield State Hosp., Newton, Conn.) A consideration of parental deprivation and other factors in alcohol addicts. *Quart. J. Stud. Alcohol*, 1953, 14, 49-57.

—For 500 hospitalized alcoholics under age 50 the incidence of broken homes was no larger than for controls or psychotics and was less than for psychopaths and neurotics.—(W. L. Wilkins).

1243. Rae, A. S. L. (Stobhill Hosp., Glasgow, Scot.) A recurrent vestibular hallucinatory state.

Conf. Neurol., 1953, 13, 96-102.—"A case is described in which recurrent hallucinatory episodes were usually preceded by giddiness, clouding of vision and spatial disorientation. The condition is attributed to spread of epileptic discharge from the vestibular field of the temporal cortex." German and French summaries. 22 references.—(M. L. Simmel).

1244. Reik, Theodor. Men, women and dresses. *Psychoanalysis*, 1952, 1 (3), 3-16.—The author attempts to show how the common complaint of women—I have nothing to wear—represents the little girl's older complaint about her lack of a penis. The older complaint is displaced from the body to the dress. The dress is therefore psychologically considered to be an extension of the woman's body. Reik suggests that the typical male displays little interest in the clothing women wear. Exceptions are certain types of male homosexuals and male fetishists, whose interests are in women's clothing as opposed to their bodies.—(L. E. Abt).

1245. Salm, Heinrich. Beobachtungen bei Polamidonsüchtigen, insbesondere über psychische Veränderungen nach Polamidonmissbrauch. (Observations on polamidone addicts, especially psychological changes following on polamidone abuse.) *Nervenarzt*, 1953, 24, 143-148.—Nine cases of polamidone addiction are described. The following psychopathological symptoms characterize this addiction: growing indifference to the point of apathy, enfeebled attention and memory, loss of time sense, estrangement from self, disturbed relations with one's surroundings, appearance of perceptual illusions and errors in recognition of others. Because of these severe psychological effects, as well as the increasing abuse of polamidone, it is recommended that its use be regulated by existing narcotic laws.—(E. W. Eng).

1246. Schmideberg, Mellita. Some aspects of jealousy and of feeling hurt. *Psychoanal. Rev.*, 1953, 40, 1-16.—Adult pathological jealousy often reproduces childhood jealousy reactions. An important element of jealousy is fear of losing the parent's love. Oral, anal, and genital factors may contribute to jealousy feelings. Jealousy is often an indicator of doubts about potency. Feeling hurt is often the survival of childhood hurts. Mental feelings of hurt are largely based on actual experiences of physical hurts or fantasies concerning physical hurts. A patient may prefer the familiar painful feeling of jealousy or hurt to avoid being surprised by new, unexpected painful feelings.—(D. Prager).

1247. Schroeder, W. Widwick, & Beegle, J. Allan. Suicide: an instance of high rural rates. *Rur. Sociol.*, 1953, 18, 45-52.—"Contrary to expectation rural males in Michigan exhibit higher suicide rates than urban males [even when] the two populations are controlled for variations in age, sex, race, and nativity. While 'farmers and farm managers' have a very high suicide rate in Michigan, the majority of 'rural' males who commit suicide are engaged in urban occupations and reside in urbanized fringe areas. These findings are based upon analysis of 3,081 cases of suicide in Michigan between 1945 and 1949."—(S. C. Goldberg).

1248. Seidmann, Rosa. Kann man im Laufe eines kurzen Gespräches einem Trauma auf die Spur kommen? (Is it possible to identify trauma origins in a brief interview?) *Z. Kinderpsychiat.*, 1953, 20, 18-21.—The analysis of a recurrent anxiety dream re-

vealed the genetic traumatic episode effectively in one short interview session.—(G. Rubin-Rabson).

1249. **Sesser, Miguel.** Interpretación de una fobia a las tormentas. (Interpretation of a fear of storms.) *Rev. Psicoanal., B. Aires*, 1952, 9, 359-363.—A female patient whose major symptom was a fear of storms provided a picture of the genesis of such a disorder. The elements of the storm were related symbolically to her incestuous and sado-masochistic impulses. During a storm she experienced the sensations which had become associated with a fantasied attack by her father.—(C. A. Schoper).

1250. **Sherfey, Mary Jane, & Diethelm, Oscar.** Evaluation of drugs in the treatment of alcoholism. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 287-294.—A review of the use of ACTH, antabuse and conditioned aversion therapy in the cure of alcoholism. A brief report of ongoing research on the relationship between emotions and biochemical changes is included. The conclusion is reached that drugs are a valuable adjunct to psychotherapy.—(J. A. Stern).

1251. **Stein, Martin H.** Premonition as a defense. *Psychoanal. Quart.*, 1953, 22, 69-74.—A case is discussed in which a man, who is unable to face wishes for his father's death without intolerable guilt, uses a premonitory experience to deny their existence. "The close relationship of the analysis process (working through) to mourning is emphasized."—(L. N. Solomon).

1252. **Stekel, Hilda.** (Hertfordshire Psychiatric & Child Guid. Serv., London, Eng.) Short-term psychotherapy of a case of conversion hysteria. *Amer. J. Psychother.*, 1953, 7, 302-309.—The case of a 34-year-old male homosexual is presented to illustrate the possibility of beneficial change within only 25 weekly sessions. Stekel's "active" method of psychoanalysis was employed in the treatment.—(L. N. Solomon).

1253. **Tonge, M. B.** Nicotinic acid in the treatment of depression. *Ann. intern. Med.*, 1953, 38, 551-553.—The claim that nicotinic acid may be a useful agent in the therapy of depression is not supported in this investigation. Though it may contribute to the speed of convalescence, it is no more effective than many other agents.—(J. L. Yager).

1254. **Ujhely, Valentine A.** An unusual case of renifleurism. *Amer. J. Psychother.*, 1953, 7, 68-71.—An unusual case of olfactory-sexual fixation and compulsive paraphilic behavior is reported. An attempt is made to show that renifleurism substitutes for a more serious paraphilia (homosexuality).—(L. N. Solomon).

1255. **Ulett, George A., Gleser, Goldine; Winokur, George, & Lawler, Ann.** (Washington U., St. Louis, Mo.) The EEG and reaction to photic stimulation as an index of anxiety-proneness. *EEG clin. Neurophysiol.*, 1953, 5, 23-32.—151 volunteer S's and 40 patients with anxiety neuroses were studied by psychiatric interview and psychological testing. EEGs were recorded under resting, psychological stress, and photic flicker stimulation conditions. Significant correlations were found between overall clinical rating and the following EEG factors: (1) amount of fast and slow as contrasted with alpha activity, (2) pattern of fundamental driving response, (3) amount of harmonic driving response, especially in the 20-30 cps range, to stimulation with flicker frequencies $\frac{1}{2}$ or $\frac{3}{4}$ this rate, and (4) amount of subjective dys-

phoria induced by photic stimulation.—(R. J. Ellingson).

1256. **Ulman, Elinor.** Art therapy at an outpatient clinic. *Psychiatry*, 1953, 16, 55-64.—The use of art therapy is described as an auxiliary to psychotherapy in the Alcoholic Rehabilitation Program of the District of Columbia.—(C. T. Bever).

1257. **Weber, A.** Allgemeines zur Frage der Psychopathie im Kindesalter. (General aspects of the question of psychopathy in childhood.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, 1, 97-106.—Psychopathy is viewed as a constitutional character disorder which, although not always overt, is found in children as well as in adults. The disorder is not amenable to psychotherapy and is difficult to diagnose. Ten types of psychopathy are distinguished and rules for diagnosis are outlined. 32 references.—(A. O. Ross).

1258. **Wegener, Hermann.** Zur Psychologie der seelischen Überforderung. (On the psychology of the psychic stress reaction.) *Nervenarzt*, 1953, 24, 137-143.—The psychic stress reaction occurs in usually sound persons as a result of excessive stimulation from within or without. Studies in social and experimental psychology (Mierke) have led to a three-step formulation of the process: (1) aggression, with uncontrolled, ineffective actions, (2) regression, or return to more rudimentary modes of response, (3) restitution, or return to the earlier level of achievement and social relations. This sequence differs from neurotic and reactive psychotic processes. They develop in a characteristic manner lacking the principal feature of the psychic stress reaction: the regular three-step sequence, aggression, regression, restitution.—(E. W. Eng).

1259. **Wendt, Harro.** Vergleichende Untersuchung von Kindern mit Pavor nocturnus und Enuresis nocturna. (Comparative examination of children with pavor nocturnus and enuresis nocturna.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, 1, 106-109.—The history of bed wetters reveals unfavorable family conditions, such as invalid, old, or psychopathic parents. The night terror children, on the other hand, exhibit hyperactivity and marked emotional sensitivity. No particular timidity or anxiety was noted in the pavor cases. Differential indications for treatment are discussed.—(A. O. Ross).

1260. **Yale Center of Alcohol Studies.** Alcoholism, 1941-1951. A survey of activities in research, education and therapy. New Haven, Conn.: Quarterly Journal of Studies on Alcohol, 1952. 421-511 p. \$1.00.—7 articles are reprinted from the *Quart. J. Stud. Alcohol*, 1952, 13.

(See also abstract 775)

Speech Disorders

1261. **Auston, John T.** Speech disorders at Michigan State. *Mich. Educ. J.*, 1953, 30, 338-339.—The Basic College Speech Improvement Service at Michigan State College has examined for speech disorders 26,445 freshman students since 1945. This article points out the extent and types of speech disorders observed and prevailing points of view about speech disorders, based on trends discovered among these college students. Statistics summarizing the findings of the examinations were tabulated.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1262. Brody, Morris W., & Harrison, Saul I. Group psychotherapy with male stutterers. *A.M.A. Arch. Neurol. Psychiat.*, 1953, 69, 401-402.—(Abstract).
1263. Carr, Josephine. (Iowa Sch. for the Deaf, Council Bluffs.) An investigation of the spontaneous speech sounds of five-year old deaf-born children. *J. Speech Hearing Disorders*, 1953, 18, 22-29.—Phonetic transcription was made of the spontaneous speech of 27 male and 21 female congenitally deaf 5-yr. olds. Females used more vowel types and with more frequency than did males, and in a manner and degree like hearing infants of 11-12 mos. All used from 7 to 20 consonant types during 90 breath units. All used many spontaneous speech sounds. These are natural in quality and uttered in a manner free from strain and self-consciousness. Such spontaneous speech sounds should be accepted and encouraged by teachers of the deaf.—(M. F. Palmer).
1264. Dattner, Bernhard; Davis, V. T., & Smith, Charles E. A case of subcortical visual verbal agnosia. *J. nerv. ment. Dis.*, 1952, 116, 808-811.—"A case history is presented of a 50-year-old Coast Guard officer who following an accident lost his ability to read, but was able to write and had no other agnostic, aphasic or apraxic difficulties."—(J. A. Stern).
1265. Fahmy, M. (Teachers Training Institute, Cairo, Egypt.) (Delayed speech in children.) *Egypt. J. Psychol.*, 1953, 8, 327-338.—A review of the causes, symptoms and kinds of delayed speech in children demonstrated through the presentation and analysis of 3 cases treated by the author at the Institute Speech Clinic. The causes for cases reviewed were one of feeble-mindedness, in a girl, injury to the auditory mechanism in a boy, and the third of a boy who had suffered severe illness in the first month of his life. In Arabic.—(L. H. Melikian).
1266. Glauber, I. Peter. (New York Psychoanalytic Inst.) The nature of stuttering. *Soc. Casewk*, 1953, 34, 95-103.—This is Part I of two discussions of stuttering and focuses on the symptom and character of the stutterer. The author enlarges upon the developmental background of the stutterer, the personality of the mother, the mother-child relationship, the mother's archaic conceptions of speech, the role of the father and the total family problem, the basic mental pathology, the stutterer's passivity and inhibitions, hesitation, blocking, "sleep-walking," and difficulties in identification.—(L. B. Costin).
1267. Glauber, I. Peter. (New York Psychoanalytic Inst.) The treatment of stuttering. *Soc. Casewk*, 1953, 34, 162-167.—This is the second and concluding part of a discussion of stuttering (see 28: 1266). The author emphasizes that treatment of the stutterer must be based upon sound psychological insights and may take the form of "psychoanalysis, analytically oriented psychotherapy, and psychiatric plus casework therapy conducted by a therapeutic team." Such types of treatment as hypnosis, vocal and rhythmic exercises, and various devices of distraction are not "therapies of choice" and only serve to strengthen the isolation of the symptom and the patient's resistance to treatment. The author enlarges upon the change in self-image: from organ to total organism; schizoid and masochistic defenses, special problems, and the treatment adaptation by the therapeutic team.—(L. B. Costin).
1268. Knower, Franklin H. (Ohio State U., Columbus.) Graduate theses in speech and hearing disorders—1951. *J. Speech Hearing Disorders*, 1953, 18, 54-62.—Index of graduate theses in speech and hearing disorders granted in 1951.—(M. F. Palmer).
1269. Kummer, Rose-Marie. (U. Leipzig, Germany.) *Betrachtungen zum Problem des freiwilligen Schweigens.* (Views on the problem of voluntary silence.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, 5, 79-83.—Following a brief review of the literature, the voluntary dumbness of a 12 year old girl was found to be on the basis of hypothyroidism. Medical and psychologic management is briefly presented. 18 references.—(C. T. Bever).
1270. Liebers, Max. Über "Kongenital Worthblindheit." (On congenital alexia.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, 5, 83-85.—Congenital alexia, usually but not always associated with mental deficiency, presents special problems in management.—(C. T. Bever).
1271. Matthews, Jack. (U. Pittsburgh, Pa.), & Byrne, Margaret C. An experimental study of tongue flexibility in children with cleft palates. *J. Speech Hearing Disorders*, 1953, 18, 43-47.—19 children with cleft palates were matched with 19 normal children for age, sex, grade, and IQ. Rotation and movement of the tongue, both outside and inside the mouth were not significantly different in this study. Children with cleft palates do not have an overall tongue flexibility.—(M. F. Palmer).
1272. Moore, Paul. (Northwestern U., Evanston, Ill.), & Kester, Dorothy G. Historical notes on speech correction in the pre-Association era. *J. Speech Hearing Disorders*, 1953, 18, 48-53.—Historical review of the field of speech correction prior to the development of the American Speech and Hearing Association.—(M. F. Palmer).
1273. Morley, D. E., & Berlinsky, Stanley. (U. Michigan, Ann Arbor.) The use of motion pictures in effecting group adjustment changes in speech handicapped adolescents. *J. Speech Hearing Disorders*, 1953, 18, 38-42.—A student group between the ages of 12 and 19 enrolled in the University of Michigan speech clinic was studied on the Bell Adjustment Inventory before and after a series of motion pictures especially related to personality and social adjustment. No differences were found in the areas of home, health, and emotional adjustment. Statistically significant differences occurred in the area of social adjustment.—(M. F. Palmer).
1274. Morris, J. V. Cases of elective mutism. *Amer. J. ment. Def.*, 1953, 57, 661-669.—6 cases of elective mutism are presented. The factors common to these cases are tabulated and the condition is shown to be due to a refusal to accept communal socialization due to intrinsic and extrinsic factors.—(V. M. Staudt).
1275. Naylor, Rex V. (Ohio State U., Columbus.) A comparative study of methods of estimating the severity of stuttering. *J. Speech Hearing Disorders*, 1953, 18, 30-37.—24 male stutterers ranging in age from 16 to 35 were graduate student judged for severity. These judgments agreed consistently with the stutterers' estimates of severity in the situation but not with estimates of the severity of stuttering for the preceding several months. Study of the stutterers' experiences in speaking for a test of attitudes toward situations requiring speech yields re-

sults consistent with the stutterers' own estimates of severity. Reading six passages with .18 seconds side tone delay, there was a statistically significant negative relationship to the judges' rating of severity.—(M. F. Palmer).

1276. **Schuell, Hildred.** (V.A. Hosp., Minneapolis, Minn.) **Auditory impairment in aphasia: significance and retraining techniques.** *J. Speech Hearing Disorders*, 1953, 18, 14-21.—15 aphasics out of a series of 130 were studied in regard to errors following directions and similar items, postulated as an impairment of reauditorization. All made errors in simple verbal or visual comprehension. All made inconsistent errors in articulation. All had limited vocabulary, were impaired in the ability to repeat words and phrases, rhyming, in oral and silent reading and writing. Therapy such as direction following, identifying objects, overlearning language, repeating, sentence completion, and oral opposites gave better progress and fewer difficulties.—(M. F. Palmer).

1277. **Wepman, Joseph M.** (U. Chicago, Ill.) **A conceptual model for the processes involved in recovery from aphasia.** *J. Speech Hearing Disorders*, 1953, 18, 4-13.—3 major concepts, stimulation, facilitation, and motivation, form the constructs believed important in the recovery process. Aphasia therapy in this structure is a process by which stimulative material is provided in the areas of the patient's greatest need at the time when his nervous system is most capable of utilizing it for the facilitation of cortical integration. When all three concepts are operating at their maximal level, aphasia therapy has its greatest chance for success.—(M. F. Palmer).

1278. **Wohlfart, Gunnar; Lindgren, Ake, & Jernelius, Brita.** **Clinical picture and morbid anatomy in a case of "pure word deafness."** *J. nerv. ment. Dis.*, 1952, 116, 818-827.—A case of "pure word deafness" is extensively described and histological material presented. The acoustic agnosia was attributed to lesions in both temporal lobes. Disturbances of audition, smell and taste were also present and are discussed with reference to the findings of other circumscribed brain lesions.—(J. A. Stern).

(See also abstract 1414)

Crime & Delinquency

1279. **Bergeron, M.** **Fugues et vagabondages juvéniles.** (Juvenile running away and vagrancy.) *Bull. Gr. Etud. Psychol., Univ. Paris*, 1952, 6, 309-310.—A distinction is made between the runaway and the vagrant. "It has been proven that juvenile runaways and vagrants are at the same time the most abandoned and the most curable of misadapted youth. Therefore it is necessary to help and guide them in order to make their social readaptation possible. Public opinion must be alerted so that public agencies, enlightened on this eminently human and social problem, can take the necessary steps.—(D. Bélanger).

1280. **Brink, Frederick W.** **The role of the chaplain in the rehabilitation of military prisoners.** *Pastoral Psychol.*, 1953, 4 (33), 36-42.—The chaplain has interviews with each man coming into a military prison to understand the facts and relationships most significant in the life of the prisoner. Counseling may help the prisoner to assimilate his experience, to see his situation in truer perspective, and

accomplish such inner growth as to make him more mature in his future responsibilities. In addition to conducting public worship and instructional classes for the men, the chaplain also writes many letters on their behalf to re-establish roots in the communities to which they will return. When they are released or transferred the chaplain refers them to other pastors for continuing interest and service.—(P. E. Johnson).

1281. **Caldwell, Morris Gilmore.** (U. Alabama, University.) **The youthful male offender in Alabama.** *Sociol. soc. Res.*, 1953, 37, 236-243.—This is a preliminary report of selected factors with the delinquency of 1,183 male offenders, 16 to 23, present in Alabama's 4 correctional institutions and 27 correctional camps during a six-month period from January 1 through June 30, 1950. Source material include statistical data, case histories, IQ's on Army Beta and MMPI. A detailed summary of findings and conclusions is given under 15 points.—(S. M. Amatora).

1282. **Di Tullio, B.** (Roma U., Italy.) **Sull' importanza della psicologia clinica nello studio del criminale.** (The importance of clinical psychology in the study of the criminal.) *Arch. Psicol. Neurol. Psichiatr.*, 1953, 14, 224.—The author emphasizes the importance of clinical psychology in the study of the criminal. Since every criminal is a "case" the most appropriate approach should be clinical. The application of clinical psychology moreover should help develop a "clinical criminology."—(A. Manoil).

1283. **Elliott, Mabel A.** **Crime in modern society.** New York: Harper & Brothers, 1952. xvi, 874 p. \$6.00.—"This textbook, dealing primarily with adult offenders and their treatment, aims to provide all the material, new and old, vital to a well-rounded course in criminology." The 5 sections are: I. nature and extent of crime; II. criminals; III. factors in criminality; IV. treatment of criminals; V. crime prevention. Chapter bibliographies.—(R. Lassner).

1284. **Fuchs-Kamp, A.** **Jugendliche Fortläufer und Diebe.** (Juvenile run-aways and thieves.) *Prax. Kinderpsychol. Kinderpsychiatr.*, 1952, 1, 109-114.—The thesis is advanced that the etiology of delinquency lies in inconsistent handling during early childhood where a generally strict regime finds frequent, unpredictable relaxations. A 17-year old run-away is discussed in this light as the first of a series of 3 cases.—(A. O. Ross).

1285. **Gerber, Fritz.** **Erziehung straffälliger Jugendlicher zur Gemeinschaft.** (Moulding delinquent youths to society.) *Psychologe*, 1953, 5, 81-89.—Educators must not expect today's young people to conform to patterns prevalent in their own youth. They must be able to recognize signs of emotional health beneath the surface of problem behavior. Argument exists as to whether the environmental or hereditary factors are most important in contributing to delinquency. Regardless of the outcome of this argument, it is the environmental factors which constitute a challenge to educators. The author describes how harmful environmental factors may be modified and illustrates by examples of teaching techniques used in the Utrikon School for Juvenile Delinquency.—(T. C. Kahn).

1286. **Gerber, Fritz.** **Erziehung straffälliger Jugendlicher zur Gemeinschaft.** (Educating juvenile delinquents for return to society.) *Psychologe*, 1953, 5, 142-149.—The author describes the methods

used in the Utrikon to rehabilitate delinquents and prepare them for a return to society. These include vocational preparation and counseling, personality building through group work in groups which are voluntarily formed, as well as by establishing rapport with each delinquent through interview techniques and individual talks. Each delinquent has a graph in his permanent file showing his personality growth and his behavioral improvement.—(T. C. Kahn).

1287. **Giordano, A.** *Un' applicazione elettiva della psicologia clinica: il giudizio sulla capacità di intendere e di volere dei minorenni (art. 98 C.P.).* (An application of clinical psychology: the judgment on the capacity of understanding and volition of youth (art. 98 Italian penal code).) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 246-252.—The importance of psychological analysis of delinquent cases is stressed. The author suggests that all penal investigation especially on youth should be made by psychiatrists who use not only psychological tests, but also are prepared to use a comprehensive clinical psychological approach. One case of juvenile delinquency is described and analyzed in detail.—(A. Manoil).

1288. **Glueck, Sheldon.** (Harvard U., Cambridge, Mass.) *The home, the school, and delinquency.* *Harvard Educ. Rev.*, 1953, 23, 17-32.—In a systematic study of 500 delinquents carefully matched with non-delinquents in IQ, ethnic derivation, age, and residence area, over 400 possible related factors were investigated. Differentiating characteristics were identified in the areas of physique, the basic dynamics of personality and character, attitudes to convention and authority, and certain primary constituents of intelligence. Family background and home climate of the delinquent group were markedly inferior. School adjustment and recreational activities were areas of major dissimilarities between the 2 groups. The results point to an organic dynamic pattern of causation neither exclusively biologic nor exclusively sociocultural.—(R. C. Strassburger).

1289. **Hamza, M.** (Ibrahim U., Cairo, Egypt.) *The dynamic force in the personalities of the juvenile delinquents in the Egyptian environment.* *Egypt. J. Psychol.*, 1953, 8, 299-314.—The results of the T.A.T. of 80 juvenile delinquents ranging in age from 8-12 years were compared with a control group. Interpretations were made in the light of extensive case histories and other objective tests. The intensity, duration and frequency of stress situations differed greatly between the two groups. The importance of the child's first environment, mainly the family and the broken home, were clearly marked by this experiment. In Arabic, English summary.—(L. H. Melikian).

1290. **Hathaway, Starke R., & Monachesi, Elio D.** (U. Minnesota, Minneapolis.) *The Minnesota Multiphasic Personality Inventory in the study of juvenile delinquents.* *Amer. sociol. Rev.*, 1952, 17, 704-710.—Over 4,000 ninth grade Minneapolis school children, given the MMPI in 1947-48, were checked against local police and court records to identify those with records of delinquency. The MMPI profiles of the so-identified delinquent boys and girls indicated that high Pd and Ma scale scores (alone or in combination), low Mf scores among boys, and low Hy scores among girls were most prevalent. Boys and girls whose profile pattern showed no clinical scales

beyond the standard score of 54 were uncommon among delinquents. Further analyses of scale scores are presented for delinquents classified according to the seriousness of their offenses and according to whether their misconduct record was obtained before or after administration of the MMPI; these groups of delinquents were compared with a stratified sample of children without court or police records. A number of statistically significant differences are described.—(W. W. Charters, Jr.).

1291. **Hill, Benjamin.** *An experiment in treating seriously disturbed juvenile delinquent boys.* *Psychiat. Quart. Suppl.*, 1953, 27, 105-119.—This report describes specialized facilities for juvenile delinquents who were runaways and overly aggressive and who could not be cared for in an open type program. With these boys, group psychotherapy can only be a supplement to individual psychotherapy.—(D. Prager).

1292. **Júnior Quintanilha, Raphael.** *Terapêutica ocupacional e sua aplicação em estabelecimentos destinados a menores transviados.* (Occupational therapy and its application in institutions designed for juvenile delinquents.) *J. brasil. Psiquiat.*, 1951, 1, 427-436.—In occupational therapy applied in institutions for juvenile delinquents is seen an invaluable means at once of psychotherapeutic, psychohygienic, social, and economic rehabilitation. English and French summaries.—(F. C. Sumner).

1293. **Karpman, Ben (Chm.), Chess, Stella; Lurie, Louis A., Schmideberg, Melitta, & Sontag, Lester W.** *Psychodynamics of child delinquency. Round Table, 1952.* *Amer. J. Orthopsychiat.*, 1953, 23, 1-69.—This symposium attempted to present a formulation of delinquency in terms of psychodynamics involved and to present cases that go far back into childhood and have been under observation for a number of years. Ben Karpman summed up the panel papers and the general discussion under the headings of I. Definition; II. Characteristics of the delinquent; III. Types; IV. Etiology; V. Possible antecedents of delinquency in infancy and childhood; VI. Atypical children; VII. Psychodynamics; VIII. How to deal with delinquency. 29 references.—(R. E. Perl).

1294. **Mangus, A. R.** (Ohio State U., Columbus) *Sexual deviation research in California.* *Sociol. soc. Res.*, 1953, 37, 175-181.—Need for research in the problem of sex offenders is discussed in its various aspects. Projects under way at UCLA include an evaluation of two different types of biochemical factors on sexual deviation; and, a study of child victimization by adult sex offenders. These were begun following the sexually assaulted and murdered children events in California in November, 1949. The article concludes with a resume of the sociological significance of sexual deviation.—(S. M. Amatora).

1295. **Mathelin-Moreau, S.** *La liberté surveillée.* (Supervised freedom.) *Bull. Gr. Etud. Psychol., Univ. Paris*, 1952, 6, 641-643.—Supervised freedom as applied to delinquents between 18 and 21 years old is a real method of education. It may take different forms but in all cases it has the advantage of not separating the youth from his environment and of continually adapting itself to his personal condition and behavior. In practice, supervised freedom seems to enlarge its field of action more and more, notably in the realm of prevention where it tries to reach and

protect children in moral danger in order to prevent them from becoming delinquents.—(D. Bélanger).

1296. Näf, Hans. *Ursachen der Jugendkriminalität*. (Causes of juvenile delinquency.) *Psychol. Prax.*, 1953, No. 12, 104 p.—A study of hereditary, pathological, and environmental factors contributory to delinquency in 98 adolescents of Basel, Switzerland just subsequent to World War II. Several of the factors studied were as follows: sex, age, education, occupations of the parents, movies, acquaintances, feeble-mindedness, schizophrenia, and psychopathy. Data were obtained chiefly from court documents; the documents included lawyers' briefs, psychiatric reports, and case histories. 67 references.—(A. E. Harriman).

1297. Reiss, Albert J., Jr. (U. Chicago, Ill.) *Social correlates of psychological types of delinquency*. *Amer. sociol. Rev.*, 1952, 17, 710-718.—1110 white male delinquent probationers in Cook County were classified (by psychiatrists and psychiatric social workers) according to 3 psychological types: the relatively integrated delinquent, the delinquent with weak ego controls, and the delinquent with defective super-ego controls. Data were collected for each child "to isolate social factors which may operate in the formation of personal controls" of the delinquents, data referring to community orientation and control, to institutional (school) orientation and control, and to primary group controls. The author emphasizes that the research design prohibits him from imputing the direction of causation to the correlates he exhibits; rather, they are suggestive of hypotheses which must be tested through intensive case analyses.—(W. W. Charters, Jr.).

1298. Teuber, Hans-Lukas, & Powers, Edwin. *Evaluating therapy in a delinquency prevention program*. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 138-147.—A review of a research study in a delinquency prevention program. The emphasis in this paper is on the methodological aspects of research in this area rather than on the results of the program. 41 references.—(J. A. Stern).

1299. Walder, Hans. *Triebstruktur und Kriminalität*. (Drive structure and criminality.) Bern: Hans Huber, 1952. 92 p. S. Fr. 10.50.—This is volume one of a projected series on the Szondi test, edited by Lipot Szondi. The philosophy of projective tests is reviewed as well as their possible uses. The Szondi test, due to its nature is particularly useful in the diagnosis of criminals. 52 cases of various types of criminals are given together with their Szondi scores, and 40 illustrations of Szondi profiles are also presented.—(R. J. Corsini).

1300. Wattenberg, William W. (Wayne U., Detroit, Mich.) *Problems of the "little mother."* *Personnel Guid. J.*, 1953, 31, 513-515.—This paper presents the importance of problems which are intense, but relatively rare. Data are presented indicating the importance of the sister in a broken home, in determining whether the brother will become delinquent. Although these situations are rare, they are statistically significant, indicating that the presence of the little mother is a contributing factor to delinquency. It is felt that there are other rare situations, and that the counselor must examine intently unusual circumstances, rather than just deal with common problems.—(G. S. Speer).

1301. Wolf, Elisabeth. *Probation—Bewährungshilfe in England*. (Probation in England.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1952, 1, 117-121.—The English probation system, a method by which juvenile law breakers are helped to rehabilitate and adjust, is discussed in connection with certain legal reforms taking place in Germany. Under the English system, the offender, instead of being sentenced to prison, is put on probation for a specified period, during which he is placed in the care of a social worker. A typical day in juvenile court is presented together with a discussion of the activities of the case worker.—(A. O. Ross).

(See also abstract 1097)

Psychoses

1302. Alves Garcia, J., & de Oliveira, Icêma M. (U. Brazil, Rio de Janeiro.) *Investigação sobre o metabolismo dos aminoácidos no plasma de esquizofrênicos insulinizados*. (Investigation of the metabolism of the amino acids in the plasma of insulinized schizophrenics.) *J. brasil. Psiquiat.*, 1951, 1, 409-416.—High contents of amino acids were found by the authors in 19 schizophrenic patients. During the insulin coma the amino acid contents decreased to nearly normal. The authors advance the hypothesis of the curative action of the hypoglycaemia in schizophrenia in the sense that such a decrease of amino acid content of the plasma might be a consequence of the organism's effort to reconstruct proteid sugar at the expense of the amino acids of the plasma, since this sugar is the most resistant form of glucidic reserves. English and French summaries. 17 references.—(F. C. Sumner).

1303. Barton, Walter E. (Boston U., Mass.) *Group psychotherapy of the psychoses*. *Dig. Neurol. Psychiat.*, 1953, 21, 148.—(Abstract).

1304. Beck, Samuel J. (Michael Reese Hosp., Chicago, Ill.), & Nunnally, J. C. *Method of social work research in schizophrenia*. *J. psychiat. soc. Wk.*, 1953, 22, 123-128.—The writers demonstrate how data obtained through social work method can be of value in illustrating personality patterns of schizophrenics. Using the Q-technique, four factors were derived which seem to characterize schizophrenics as observed by the social worker. These results are related to what psychologists and psychiatrists know about schizophrenia on the basis of their own methods of investigation.—(L. B. Costin).

1305. Bini, Lucio. *Subdivision clinique du groupe des schizophrénies*. (Clinical subdivision of the group of schizophrenias.) *J. brasil. Psiquiat.*, 1951, 1, 379-391.—Various nosographical views of schizophrenia are classified here as follows: (1) nosography based on a quantitative difference: (a) in relation with endogenous factors; (b) in relation with reaction-factors. (2) nosography based on a qualitative difference: (a) dualistic conceptions; (b) unitary conception either uniquely of exogenous form or uniquely of endogenous form. The present author and his colleague, Bazzi, decidedly incline toward the unitary nosography of schizophrenia, meaning thereby that schizophrenia is a single disease that varies in its inception and evolution. 44 references. English and French summaries.—(F. C. Sumner).

1306. Cain, J., & Coriol, J. *Un inventeur schizophrène*. (A schizophrenic inventor.) *Encéphale*,

1953, 42, 27-32.—The authors present in some detail the family environment, personality, and pseudo-inventions of a schizophrenic engineer. Apart from extremely complicated apparatus this patient, like some others which have been described in the literature, had evolved a new language, based partially on symbolic logic and especially expressive of his psychotic preoccupations. The significance of the particular pseudo-inventions and their similarity to those of other schizophrenic inventions is briefly discussed.—(M. L. Simmel).

1307. **Canestrari, R., & Bosinelli, M.** (Bologna U., Italy.) **Deformazioni percettive al test des deux barres in normali e schizofrenici.** (Perceptive deformations in the double cancellation test in normals and schizophrenics.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 189-190.—The cancellation test (Toulouse-Piéron) as modified by Zazzo requires a second trial in which a second sign, besides the first, has to be crossed out. The ratio between the speed in the first and second trial is called SQ (speed quotient). This SQ is an individual characteristic "independent of age, mental development, and factor G." The test has also discriminative possibilities when it requires the reproduction from memory of the signs the subject had to cross out. The author reports researches made with 100 subjects, aged between 18 and 67; also with 40 schizophrenics aged between 20 and 63.—(A. Manoil).

1308. **Chatterji, N. N.** **Laughter in schizophrenia and other allied psychotic disorders.** *Samikṣā*, 1952, 6, 32-37.—Laughter could be a communication technique. Laughter may relieve tension if it does not represent a jeering of the superego. The ego may laugh when it has triumphed over the oppressive, persecuting superego. The chronic schizophrenic laughter may express conflict between ego and superego.—(D. Prager).

1309. **Clow, Hollis E.** (New York Hosp., White Plains, N. Y.) **The use of a prognostic index of capacity for social adjustment in psychiatric disorders.** In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 89-106.—For 100 women patients with dementia praecox admitted between 1946 and 1948, 10 the staff could not reach any decision on, prognosis was correctly predicted in 73 and incorrectly in 17. Of the 10, 8 made social recovery.—(W. L. Wilkins).

1310. **Cormier, Bruno M.** (Bethlem Royal Hosp., London, Eng.) **Subarachnoid haemorrhage and paranoid psychosis.** *J. ment. Sci.*, 1953, 99, 315-319.—A case is described in which attacks from an angioma were precipitated by emotional stress in a paranoid schizophrenic. Psychological tests had no signs of organicity.—(W. L. Wilkins).

1311. **Daston, Paul G., King, Gerald F.** (Michigan State Coll., E. Lansing.), & **Armitage, Stewart G.** **Distortion in paranoid schizophrenia.** *J. consult. Psychol.*, 1953, 17, 50-53.—Subjects of this study were 27 paranoid schizophrenics and 27 normals. Each subject read 4 short stories describing hypothetical people and also a word-selection checklist. After reading each story, the subject did a motor task for 5 minutes. He was then asked to check all the words on the list he would use to describe the person in the story he had read. "Distortion" (the checking of a word which was inconsistent with the given trait pattern of a story) was significantly greater in the

schizophrenic group and more variable than in the normal group.—(F. Costin).

1312. **Devereux, George.** **Psychological factors in the production of paresthesias following the self-administration of codeine: a case report.** *Psychiat. Quart. Suppl.*, 1953, 27, 43-54.—Multiple paresthesias were accidentally induced by three-fourths of a grain of codeine given orally. One of the paresthesias restored a normal psychological function previously impaired by repression of the primal scene. The paresthesias consisted of a reorganization of sense-impressions in accordance with subjective needs and thus shed some light upon the nature of fantasy in schizophrenia.—(D. Prager).

1313. **Diethelm, Oskar.** (Cornell U. Med. Coll., New York.) **The fallacy of the concept: psychosis.** In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 24-32.—With the possible exception of legal applications, the term psychosis should disappear from psychiatric usage and literature, as review of the history of the concept and the present state of confusion about it show. 22 references.—(W. L. Wilkins).

1314. **Fernández G. R., Carlos.** **Comunicación inicial sobre la aplicación del choque acetilcolínico en el tratamiento de la esquizofrenia.** (Preliminary communication on the application of acetylcholine shock in the treatment of schizophrenia.) *Arch. mex. Neurol. Psiquiat.*, 1952, 1, 138-140.—9 chronic schizophrenic patients (8 having been treated in vain with electroshock and/or insulin shock) were administered acetylcholine shock with 5 partial improvements at this rather early date. The method of administering the acetylcholine shock is described.—(F. C. Sumner).

1315. **Frazee, Helen Elizabeth.** **Children who later became schizophrenic.** *Smith Coll. Stud. soc. Wk.*, 1953, 23, 125-149.—Comparison between a group of children who later became schizophrenic with a control group who, although seen at the same mental hygiene center, did not subsequently develop schizophrenia revealed marked differences. The schizophrenic group displayed to greater extent the following: temper outbursts, shyness, disinterest, seclusiveness, excessive daydreaming, sleep disturbances, fluctuations between extremes of behavior, poor social relations, malnourishment, frequent illnesses, and asthenic body build. They were more likely to have lived in slum areas, and they were more apt to have parents who were: mentally ill, rejecting, domineering, overprotective, full of conflicts, and cruel. There were more broken homes among the schizophrenics and the circumstances causing the break in the home were more emotionally disturbing.—(G. Elias).

1316. **Galloni, E. F., Adams, F. H.** (Stockton State Hosp., Calif.), & **Tallman, F. F.** **Intensive treatment of back-ward patients—a controlled pilot study.** *Amer. J. Psychiat.*, 1953, 109, 576-583.—Four hundred male patients were selected from the "chronic" population of the hospital and 200 randomly selected for the experimental program. Each of these patients was paired with a control patient. All experimental patients were initially rated by means of the Malamud-Sands Rating Scale and every 3 months by rating teams. The experimental group received no additional treatment measures; however, the staff was increased to a high ratio of staff to patients.

The results are discussed and interpreted.—(F. W. Snyder).

1317. Gaw, Emir A., Reichard, Suzanne, & Tillman, Carl. (Piedmont Psychiatric Clinic, Oakland, Calif.) **How common is schizophrenia?** *Bull. Menninger Clin.*, 1953, 17, 20-28.—If Bleuler's fundamental signs of schizophrenia are utilized in diagnosing, the disease will be found to be much more common than is generally thought. It is suggested that the diagnoses "schizophrenia with minimal, moderate, and severe impairment" be substituted for the continuum from schizoid personality through preschizophrenia and ambulatory schizophrenia to psychosis. "Reality oriented" treatment rather than depth therapy should be the treatment of choice.—(W. A. Varvel).

1318. Gornall, A. G., Egltis, B., Miller, A., Stokes, A. B., & Dewan, I. G. (U. Toronto, Ont., Can.) **Long-term clinical and metabolic observations in periodic catatonia. An application of the kinetic method of research, in three schizophrenic patients.** *Amer. J. Psychiat.*, 1953, 109, 584-594.—Case histories and a detailed metabolic investigation for 3 cases of periodic catatonia over a period of 2-3 years are presented. The possible significance of the low rate of oxygen utilization and its relationship to a state of hormonal imbalance are discussed. 19 references.—(F. W. Snyder).

1319. Grage, Helmuth. **Zur Differentialdiagnose der endogenen Psychosen des Kindesalters.** (To the differential diagnosis of the endogenous psychoses in childhood.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, 5, 29-34.—The endogenous psychoses, "very rare" in childhood, are differentiated from organic illnesses and transient situational reactions. The type of psychosis cannot be deduced from the premorbid personality. The clinical course of the only diagnosed manic-depressive child in the author's experience is briefly reported. Childhood schizophrenia, too frequently diagnosed, is characterized by a prominence of illusions and by a scarcity of hallucinations and delusions.—(C. T. Bever).

1320. Grinberg, León. **Psicoanálisis de una melancolía ansiosa.** (Psychoanalysis of an agitated depression.) *Rev. Psicoanal., B. Aires.*, 1952, 9, 30-54.—A patient came for psychoanalytic treatment showing anxiety and depression with phobic and hypochondriacal ideas. These symptoms appeared after the birth of her only daughter. Early in life her sadistic impulses had been directed toward her mother who later died following an abortion. Her unconscious guilt feelings at her mother's death were effectively repressed until the birth of her own child. Then the child became the object of her sadism. This provoked the conscious fear of death and the fear that she would kill her child. English, French, and German summaries.—(C. A. Schoper).

1321. Huebschmann, Heinrich. **Psyche und Tuberculose.** (Psyche and tuberculosis.) Stuttgart, Germany: Ferdinand Enke, 1952. viii, 284 p.—The hypothesis is set forth that tubercular bacilli themselves are not the active agent in producing the tubercular infection. They rather are the agents necessary for the specific illness (tuberculosis) to appear. The "pathogenic agent" is conceived as a function of the individual's environment as well as the individual himself. Tuberculosis is interpreted as an organ psychosis and methods and difficulties of psychological treatment are discussed. The book

is divided into two sections, the first dealing with the basic concepts underlying general pathology and a need for the revision of these concepts elaborated upon. The second portion deals with the relation of the psyche to illness, tuberculosis being the specific illness discussed most extensively in this book.—(J. A. Stern).

1322. Jaria, A. **Osservazioni sul test del profilo intellettuale (Reda e Frighi) in schizofrenici di vecchia data.** (Observations on the test of the intellectual profile (Reda and Frighi) in old schizophrenics.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 252-255.—15 schizophrenics considered incurable and having between 5 and 46 years of hospital residence, were studied through Reda-Frighi test which allows the construction of two psychological profiles and presents 24 verbal items, 6 performance items, plus the Wechsler-Bellevue vocabulary. The study shows that (1) these patients are inferior to other schizophrenics, (2) the various test results do not diminish with the increase in age or with the number of years of illness, (3) the results in the verbal tests as compared with the performance tests, are better, (4) for the vocabulary test the results are within normal limits, which would indicate that the mental level before illness was normal.—(A. Manoil).

1323. Katan, M. **Schreber's prepsychotic phase.** *Int. J. Psycho-Anal.*, 1953, 34, 43-51.—Continuation of the case history of the pre-psychotic phase of the psycho-analytically celebrated Schreber. His desires to be a woman finally overwhelmed him and spilled over into full-blown schizophrenia.—(G. Elias).

1324. Kessel, F. K., & Bonnant, M. **Un traumatisme crânien extraordinaire.** (A case of unusual head trauma.) *Conf. Neurol.*, 1953, 13, 92-95.—The authors describe a 40 year old schizophrenic woman who began to show neurological symptoms, e.g. headaches, vomiting, slight papilledema and paralysis of ocular movements on the right side, pyramidal signs on the left, xanthochromia of the spinal fluid. Skull x-rays revealed 40 metallic foreign bodies such as pins, needles, etc. of various length which the patient had managed to insert through the frontal bone over a period of eight months. On questioning she explained that she had hoped to cure in this fashion whatever was wrong with her brain. German and English summaries.—(M. L. Simmel).

1325. Lewis, Aubry. **Subdivision clinique du groupe des schizophrénies.** (Clinical subdivision of the group of schizophrenias.) *J. brasil. Psiquiat.*, 1952, 1, 145-156.—Kraepelin and Bleuler classifications of types of schizophrenia set forth 40 years ago and still in vogue are criticized as premature, as transcending supporting data. English summaries.—(F. C. Sumner).

1326. Linden, Maurice E. **Group psychotherapy with institutionalized senile women: studies in gerontologic human relations.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, 69, 400-401.—(Abstract).

1327. Livingston, Kenneth E. **Cingulate cortex isolation for the treatment of psychoses and psychoneuroses.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 374-378.—Anterior cingulate isolation was performed on a group of psychotics. This operation proved to be surgically feasible. Results of the operation are sufficiently encouraging to justify further clinical study.—(J. A. Stern).

1328. Lorenz, Maria. (Massachusetts General Hosp., Boston.) **Language behavior in manic patients.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, 69, 14-26.—The verbal productions of 10 manic patients were analyzed. It is concluded that the subjects "appeared to play the role of observer with a predominantly rational approach to the objective world" and showed evidence for the operation of strong defense mechanisms implying the presence of superego demands.—(L. A. Pennington).

1329. Mainord, Willard A. (State Coll. Washington, Pullman.) **Some effects of sodium amytal on "deteriorated" schizophrenics.** *J. consult. Psychol.*, 1953, 17, 54-57.—22 deteriorated schizophrenics were given intelligence tests both with and without the use of sodium amytal. The hypothesis was confirmed that "a statistically significant improvement in performance would be obtained with subjects under sodium amytal over non-amytal tests." Results imply that psychotherapy might be used successfully with schizophrenics, and that these patients have a potential capacity going beyond their observed behavior.—(F. Costin).

1330. Massucco Costa, A., & Coda, G. (Torino U., Italy.) **Esami psicologici con tecniche proiettive su schizofrenici a vario livello di malattia.** (Psychological examination with projective techniques of schizophrenics at various levels of illness.) *Arch. Psicol. Neurol. Psychiat.*, 1953, 14, 281-283.—The results obtained in 6 cases of schizophrenia are presented as an example of the use of various psychological techniques. Concerning the diagnostic and prognostic function of projective techniques the authors state that they facilitate the verification and analysis of clinical diagnoses. As such these techniques can be used as a guide for psychotherapy.—(A. Manoil).

1331. Miller, D. H., Clancy, J., & Cumming, E. A **comparison between unidirectional current nonconvulsive electrical stimulation given with Reiter's machine, standard alternating current electroshock (Cerletti method), and pentothal in chronic schizophrenia.** *Amer. J. Psychiat.*, 1953, 109, 617-620.—A group of 30 patients, originally diagnosed as catatonic schizophrenic and who had been hospitalized an average of 10 years, were divided into groups of 10. Each of 3 groups was given the following treatment each morning for 3-4 weeks: (1) ECT to give a grand mal seizure, (2) pentothal grs. 7.5 I. V. given rapidly to anaesthesia, (3) pentothal grs. 7.5 I. V. plus nonconvulsive stimulation given for 5 minutes. There was no significant difference between the results obtained with the 3 types of treatment.—(F. W. Snyder).

1332. Ploog, Detlev. **Der Sympatoltest im Verlauf endogener Psychosen.** (The synephrine test in the course of endogenous psychoses.) *Nervenarzt*, 1953, 24, 102-107.—The physiological and psychological reactions of healthy and psychotic persons to a 20 mg. intravenous injection of synephrine were studied. The healthy persons showed individually different but constant response patterns of limited variability. The sick persons showed response patterns that were extremely variable. As a result of electroshock the individual range of variability of synephrine reactions was increased. After shock, however the response patterns were more constant. Corresponding to changes in synephrine reaction were psychological

changes in the direction of restored personality equilibrium. Electric shock acts as a synchronizing agent for the various components of the autonomic nervous system and has an integrating effect on the central and autonomic nervous systems.—(E. W. Eng).

1333. Polatin, Phillip, & Douglas, Donald B. **Spontaneous orgasm in a case of schizophrenia.** *Psychoanal. Rev.*, 1953, 40, 17-26.—Little distinction is made in the literature between hyperesthesia sexualis, orgasm by sexual aberration, and spontaneous orgasm. In the psychotic the orgasm may be spontaneous while in the non-psychotic the orgasm is merely vague, indefinite, or esoteric.—(D. Prager).

1334. Reilly, Richard W., et al. (U. Illinois Coll. Med., Chicago.) **Therapy of resistant schizophrenia with semicarbazide and photic stimulation.** *Fed. Proc.*, 1953, 12, 359-360.—(Abstract).

1335. Robins, Arthur J. (Warren (Pa.) State Hosp.) **Group therapy with pre-convalescent patients.** *J. psychiat. soc. Wk.*, 1953, 22, 153-158.—This article describes the way in which the social service staff of a state mental hospital used pre-release group meetings to help patients who were ready to leave the hospital with their new adjustments to self, family, and community.—(L. B. Costin).

1336. Schacht, Mervyn, & Kempster, Stephen W. **Useful techniques in the treatment of patients with schizophrenia or borderline states.** *Psychiatry*, 1953, 16, 35-54.—Illustrated by 8 case studies drawn from 27 patients during 3.5 years experience, special techniques for psychotherapy with schizophrenic outpatients are described as opposed to those techniques employed in the treatment of neurotics.—(C. T. Bever).

1337. Schmidl, Fritz. (VA Regional Office, Seattle, Wash.) **The psychotic patient's adjustment to the community.** *J. psychiat. soc. Wk.*, 1953, 22, 158-164.—This discussion is based upon a study of 25 schizophrenic cases in the treatment case load of a psychiatric social work staff. An attempt was made to clarify 2 main questions: "(1) What are the optimal conditions under which the psychotic patient outside of an institution is able to form a meaningful and positive relationship to a group within the community? (2) What professional assistance can be given in order to help the psychotic patient develop and sustain such a relationship?" A description and discussion is given of 3 patients' attempts to develop relationships to groups within the community.—(L. B. Costin).

1338. Schurmans, J. (27, avenue Churchill, Bruxelles, Belgium.) **A propos de la schizophrénie chez l'enfant.** (Concerning schizophrenia in the child.) *Acta neurol. psychiat. belg.*, 1952, 52, 435-460.—5 cases of schizophrenia in children 10 to 12 years of age are presented from which are drawn the following essential characterizations: (1) arrest or partial regression of multiple aspects of the development; (2) conservation of the aptitude for new acquisitions in restricted and definite domains; (3) progressive disharmony of aptitudes; (4) alternation between aprosexia and hyperprosexia; (5) rigidity of affective dispositions; (6) non-adaptation to the real and rejection of reality; (7) frequent slowness of certain automatic activities; (8) violence of distress and defense-reactions; (9) diverse stereotypies of be-

havior, occupation, and language; (10) phenomena of perseveration, of echolalia, etc.—(F. C. Sumner).

1339. **Schweich, M.** (Hôpital Sainte-Anne, Paris, France.) **La psychothérapie des schizophrènes à propos d'un cas clinique aperçu général du problème.** (The psychotherapy of schizophrenics.) *Encéphale*, 1953, 42, 63-87.—A 16 year old female patient presented a catatonic picture on hospital admission. A 6-months course of psychotherapy is described in detail, centering primarily about problems of oral needs arising from infantile rejection and food deprivation of the patient by the mother. The literature on psychotherapy with schizophrenics is critically reviewed. 24 references.—(M. L. Simmel).

1340. **Scoville, W. R., Dunamore, R. H., Liberson, W. T., Henry, C. E., & Pepe, A.** **Observations on medial temporal lobotomy and uncotomy in the treatment of psychotic states.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 347-369.—Medial temporal lobe resection is reported on and compared to the more standard psychosurgical techniques for the treatment of psychotic states. Three types of operations were performed, uncotomy, medial temporal lobotomy, and an orbito-temporal lobotomy. Results of the latter technique are described as encouraging. Results from uncotomy and temporal lobotomy are described as unimpressive. 30 references.—(J. A. Stern).

1341. **Shatan, Hyman, et al.** **Clinical conference; a case of paranoid schizophrenia with neurotic façade.** *J. Hillside Hosp.*, 1953, 2, 96-126.—Case of a 30 year old, Italian garment worker, whose present illness began on induction into the army in 1943, was presented and discussed at the Clinical Conference at Hillside Hospital on April 20, 1952.—(C. T. Bever).

1342. **Slater, Elliot.** (Maudsley Hosp., London, Eng.) **Genetic investigations in twins.** *J. ment. Sci.*, 1953, 99, 44-52.—In 41 cases of identical twins where one was schizophrenic the other was found so in 28 cases. The significance of childhood factors, of precipitating factors, and of similarities and differences in several pairs is considered.—(W. L. Wilkins).

1343. **Solow, Robert A.** **Chronic cyclic schizoaffective psychosis.** *Bull. Menninger Clin.*, 1953, 17, 13-19.—A case history is presented of a 26 year-old woman whose symptoms are a blend of schizophrenic and the affective reactions and follow a definite cyclic course with unusual regularity. Over a 3 year period, the complete cycle was from 24 to 36 days with sudden reversal from a "disintegrative" to an "integrative" phase. It was not correlated with external events or with the menstrual period. 19 references.—(W. A. Varvel).

1344. **Spiegel, E. A., Wycis, H. T., Freed, H., & Orchinik, C.** **Thalamotomy and hypothalamotomy for the treatment of psychoses.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 379-391.—A presentation of results of dorsomedial thalamotomy, anterior thalamotomy, hypo- and subthalamotomies. Comparison of these techniques is made to standard lobotomy and advantages and disadvantages discussed. Group Rorschach data and results of Garrison's anxiety and complaint inventory are presented.—(J. A. Stern).

1345. **Stein, Aaron, & Solomon, Irwin.** **Group psychotherapy as an aid to patients upon discharge from the hospital.** *J. Hillside Hosp.*, 1953, 2, 72-79.—Group psychotherapy with 5 severely ill female pa-

tients fulfilled a double need. The patients, all with weak egos and difficulties in contacting reality profited more from group than individual therapy. The group work served as a transition upon discharge from the hospital.—(C. T. Bever).

1346. **Struckett, Pauline A. B.** (Westminster Hosp., London, Ont., Can.) **Effect of prefrontal lobotomy on intellectual functioning in chronic schizophrenia.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, 69, 293-304.—By administering the Wechsler Intelligence and Memory Scales, the Benton Visual Retention and the Raven Matrices Tests to 26 chronic patients before operation, 3 weeks, 3 months, 6 months, and 12 months afterward, no gross permanent deficit was found. The deficit apparent 3 weeks after surgery was no longer evident at 6 months.—(L. A. Pennington).

1347. **Vogt, Cecile, & Vogt, Oskar.** **Vorbemerkungen zu einer ätiologischen Klassifikation der Schizophrenie und anderer "funktioneller" Psychosen.** (Preliminary comments on an etiologic classification of schizophrenia and other "functional" psychoses.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, 5, 4-8.—Psychologic aspects of the functional psychoses are considered important, although "the many absurd interpretations of some 'psychoanalysts,'" are rejected. However, somatic factors are basic. The pathologic changes in the anatomy of the corpus striatum in 50 patients with the symptom of chorea are considered suggestive of the macroscopic changes to be found in the brains of "functional" psychotics. Research is planned on the basis of these considerations.—(C. T. Bever).

1348. **von Buttlar-Brentano, Karin.** **Pathohistologische feststellungen am basalkern schizophrener.** (Cellular pathology in the nucleus basalis in schizophrenia.) *J. nerv. ment. Dis.*, 1952, 116, 646-653.—The large nerve cells of the nucleus basalis in the substantia innominata were found to be reduced in size in schizophrenia. The smallness is interpreted as being of congenital origin. Additional changes acquired during the lifetime of the individual such as swelling, shrinkage, disappearing cell bodies, accumulation of lipofuscin, coarse fatty vacuolization, glassy appearance, and liquefaction were noted in the specimens of schizophrenic brains. "These changes were clearly acquired during life, possibly as a result of the congenital dwarfism. The latter may have caused autonomous regression or increased susceptibility to various pathogenic agents." English summary.—(J. A. Stern).

1349. **Wexler, Milton.** **The structural problems in schizophrenia: therapeutic implications.** In *Mourer, O. H., Psychotherapy*, (see 28: 1048), 150-170.—A briefly presented case of psychoanalytic therapy with a schizophrenic woman introduces a discussion of the theoretic aspects of personality structure in this condition and of the therapeutic approach to it. In most general terms the author supports a therapeutic attitude of firmness and directiveness rather than a gentle permissiveness. "...it is sometimes helpful for the therapist to behave in relation to the schizophrenic patient as an exterior superego, controlling the flood of extinctual expressions."—(C. M. Louttit).

1350. **Woolley, Lawrence F.** **Experiential factors essential to the development of schizophrenia.** In *Hoch, P. H., & Zubin, J., Current problems in psy-*

chiatric diagnosis, (see 28: 908), 180-191.—Schizophrenia in acute form is an intense fear reaction presented to the observer as panic or a state of catatonia which is equivalent to panic. Required for its development are rebuff of the infant in his first gropings for love, failure of socializing experiences which might correct the trends, occurrence of sensitizing experiences which set up trigger situations, avoidance and suppression of the trigger situations, and then encounter with them.—(W. L. Wilkins).

1351. Ziese, G. *Die Bedeutung des affektiven Defektes in den sprachlichen und bildnerischen Darstellungen der Schizophrenen.* (The importance of the affective defect in the literary and artistic representations of schizophrenics.) *Psychiat. Neurol. med. Psychol.*, Leipzig, 1953, 5, 59-65.—The clinical case of a 62-year-old, artistically talented schizophrenic patient is reported with reproduction of 3 poems and 8 drawings. Effective contact between the artist and the reader or spectator is seen as lacking because the schizophrenic is self-preoccupied. Affect is missing as a unifying force and itself becomes an object. Isolation, serialization, and rationalization are characteristic. 37 references.—(C. T. Bever).

1352. Zucker, Luise. (Lafargue Clinic, New York.) *The problem of prognosis in schizophrenia: based on Rorschach studies.* *Amer. J. Psychother.*, 1953, 7, 254-272.—Potentialities inherent in the Rorschach technique with regard to prognosis in schizophrenia are discussed. "Implication regarding the prognostic significance of certain Rorschach findings in schizophrenia refer to (a) the extent of the individual's deviation from 'normality,' which may be expressed in his contact with reality, as well as to (b) in the nature of his interpersonal relations, particularly in the degree of his passivity, dependence, aggression or hostility; (c) the loss or retention of affect, and its specific quality. Since this factor helps evaluate the patient's capacity to form a transference relationship, it is of prime predictive importance." 18 references.—(L. N. Solomon).

Psychoneuroses

1353. Alexander, Franz. (Chicago (Ill.) Institute for Psychoanalysis.) *The therapeutic applications of psychoanalysis.* In Grinker, R. R., *Mid-century psychiatry*, (see 28: 1140), 157-178.—Applications to acute and chronic neuroses are illustrated.—(W. L. Wilkins).

1354. Bergler, Edmund. *The confusionist—a neglected neurotic type.* *Psychiat. Quart. Suppl.*, 1953, 27, 55-61.—Externally the confusionist may be a specialist in misunderstanding, a promoter of his pet ideas, a quotation specialist, a circumlocutor, a person with preconceptions, a specialist in the negation of the unconscious, etc. Unconsciously, the confusionist tends to reduce to absurdity educational authorities incompletely assimilated in the superego to show the pseudo-aggressive defense against repressed masochistic solutions of early conflict.—(D. Prager).

1355. Brody, Morris W. *The unconscious significance of the corner of a building.* *Psychoanal. Quart.*, 1953, 22, 86-87.—"To a man who throughout most of his life experienced a phobic avoidance of the corners of buildings, the corner represents uncon-

sciously the point of contact with the mother's body. Gratification of forbidden incestuous desires is to be found around the corner which is both the promise of and the barrier against the incestuous wish."—(L. N. Solomon).

1356. Crown, Sidney. (Maudsley Hosp., London, Eng.) *An experimental inquiry into some aspects of the motor behaviour and personality of tiqueurs.* *J. ment. Sci.*, 1953, 99, 84-91.—16 tests of skill, expressive movement and temperament administered to 9 tiqueurs and 9 controls showed that while the experimental group was more efficient in skill tests, their voluntary movements were more easily disorganized under emotional conditions. A personality correlate of tics seems to be a dysthymic temperament.—(W. L. Wilkins).

1357. Davidenkov, S. N. *Uchenie I. P. Pavlova o nevrozakh cheloveka i ich lechenii.* (Pavlov's teaching on the neuroses of man and their treatment.) Leningrad: Vsesoiuz. Obshch. po Rasprostr. Polit. i Nauch. Znaniy, 1952. 22 p. 60 kop.—"Neuroses are those states of the pathologically changed higher nervous activity which resulted in consequence of the overstrain either of the nervous processes themselves, or their mobility." The author reviews experimental neuroses, types of the nervous system, signaling systems, neurasthenia, obsessions, phobias and compulsions, hysteria, psychasthenia, traumatic neuroses, and methods of treatment.—(M. Choynowski).

1358. Ehrenwald, Jan. *Patterns of neurotic interaction: a study of empathy and enkinesis in interpersonal relationships.* *Amer. J. Psychother.*, 1953, 7, 24-40.—"Several instances of interlacing neurotic patterns, involving parent and child, are described, illustrating the importance of a tendency to sharing and to complementary reactions in the etiology of neurotic reactions in one member of the family, while it is assumed that patterns of resisting and rebelling may tend to reduce the danger of neurotic disorder in another member, exposed to similar neurotic influences." Unconscious perception is stressed as the mode of the interaction. 22 references.—(L. N. Solomon).

1359. Gastaldi, G., Andreani, F., Andreani Dentici, O., Borghi, G. P., Cesa-Bianchi, M., De Renzi, E., Ghisoni, T., Guida, A., Iacono, G., & Zambianchi, A. *Comparazione di dati clinici e psicosperimentali nell'esame di soggetti neurotici.* (Comparison of clinical and experimental psychological data in the examination of neurotic subjects.) *Arch. Psicol. Neurol. Psychiat.*, 1953, 14, 243-246.—The authors, following a standardized approach, have examined a group of neurotics including anamnesis, autobiography, psychiatric manifestations, and several projective and other tests. On the basis of the results obtained the authors have constructed a profile for each subject, have calculated various coefficients of correlation, have tried to identify common and specific factors, and prepared various interpretations. The authors state that "the content as manifested by the subject in tests do not always coincide with those present in clinical symptomatology."—(A. Manoil).

1360. Goppert, Hans. *Faute et névrose.* (Fault and neurosis.) *Psyché, Paris*, 1952, 7, 789-804.—All neuroses are affected by a feeling of guilt. Starting with this introduction the subject of fault and neu-

rosis is treated according to the following outline: The concept of fault—the difference between wishing and being at fault—the existentialist concept of fault; the Oedipus myth; the problematical aspect of fault in the Oedipus myth; Myth and dream; the fault of the neurotic; the therapeutic value of the analysis of dreams.—(G. Besnard).

1361. Grinberg, León. *La situación traumática como etiología común del sueño y del síntoma agudo.* (The traumatic situation as a common etiology for the dream and the acute symptom.) *Rev. Psicoanal., B. Aires*, 1951, 8, 514-517.—The appearance of an acute symptom in a patient provided the opportunity for revealing its close relationship to a dream in which the same symptom formed the manifest content and to the transference situation. The patient dreamed that his left arm was paralyzed. The following day this symptom appeared in waking state. In the transference relationship, he perceived the analyst as the paternal superego figure, identified with exacting money from him, symbolic of castration. The paralyzed arm prevented him from writing his check in payment to the analyst.—(C. A. Schoper).

1362. Helwig, Paul. *Die gewünschte und die gewollte Welt; zur psychologischen Charakterisierung des Hysterikers und des Zwangsneurotikers.* (The world to be desired and to be demanded; on the psychological characteristics of hysterical and obsessive neurotic personalities.) *Psyche, Heidel.*, 1952, 6, 561-576.—To desire something does not mean to aim at acting. It means a state of frustrated activity. To demand something, on the other hand, means action finally. According to the author, the desired world, (Wunschwelt) becomes a dangerous asylum for reality-shy drives. This statement is especially true in the case of the hysterical personality and also in the case of the personality with compulsive neurosis.—(E. Barschak).

1363. Kardiner, Abram. (Columbia U., New York.) *The relation of culture to mental disorder.* In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 157-179.—The content of neuroses cannot be derived except from the problems of adaptation for the individual in his culture. Problems of adaptation of the entire culture create problems for the individual. We do not know enough about societal cycles to answer the question of the relation of culture to neurosis in general.—(W. L. Wilkins).

1364. Lewin, Bertram D. *Claustrofobia.* (Claustrophobia.) *Rev. Psicoanal., B. Aires*, 1952, 9, 123-128.—Translated from *Psychoanal. Quart.*, 1953, 4, 227-233, (see 9: 4206).

1365. Lopez-Ibor, J. J. *Agoraphobic vertigo.* *J. nerv. ment. Dis.*, 1952, 116, 794-807.—Agoraphobic vertigo is a functional disorder. "It is linked to an endogenous disturbance of the central control of equilibrium, found in relation to other central regulations that intervene in the crisis of anxiety." A somatic therapy for this disorder accompanied by psychotherapy is proposed.—(J. A. Stern).

1366. Merry, Julius. *The relative roles of individual psychotherapy and group psychotherapy in the individual neurosis unit.* *J. ment. Sci.*, 1953, 99, 301-307.—All activities of the therapeutic day are considered essential and the individual patient must attend the group sessions or he will be considered

not really desirous of benefiting from treatment.—(W. L. Wilkins).

1367. Mowrer, O. Hobart. *Neurosis and psychotherapy as interpersonal processes: a synopsis.* In Mowrer, O. H., *Psychotherapy*, (see 28: 1048), 69-94.—In a series of 24 sections the author outlines his theory of neurotic behavior and the functions and operations of therapy in dealing with such behavior. Neurotic behavior is related to anxiety and disassociation resulting from developmental factors. While the theory is psychoanalytically related, it differs from Freudian theory in that it relates neurosis to a "fission between id-ego and superego rather than between ego-superego and id." Therapy is interpretive; the therapist is accepting of the patient but does not accept the disassociative trends within the patient.—(C. M. Louttit).

1368. Müller, Christian. *Vorläufige Mitteilung zur langen Katamnese der Zwangskranken.* (Preliminary report on a follow-up study of compulsive patients.) *Nervenarzt*, 1953, 24, 112-115.—57 compulsives were studied by means of interview, Rorschach, and life-history material. It was found that more than half had shown improvement, partly spontaneous, partly as a result of psychotherapy. When the cases were divided into 5 personal-social adjustment groups, there were in the various groups, from high to low adjustment: 16, 12, 12, 7, 10 persons. In the two highest groups most felt that age had freed them from concern about matters they had earlier considered important. It is suggested that the compulsions waned as a result of decreased potency, increased detachment from business activity, relative freedom from material cares, and the achievement of resignation and renunciation.—(E. W. Eng).

1369. Oberndorf, C. P. (Columbia U., New York.) *Diagnostic and etiological concepts in the neuroses.* In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 80-88.—"A neurosis is a compromise formation showing itself repetitively in thinking (mentally) or performance (bodily), caused by a preponderant intrapsychic conflict, and the compromise is incapacitating and ineffectual—i.e., the compromise does not accomplish what it sets out to do." The compromise is conditioned by cultural conditions.—(W. L. Wilkins).

1370. Rennie, Thomas A. C. (Cornell U. Med. Coll., New York.) *Prognosis in the psychoneuroses: benign and malignant developments.* In Hoch, P. H., & Zubin, J., *Current problems in psychiatric diagnosis*, (see 28: 908), 66-79.—Follow-up of 240 hospital treated cases at Phipps Clinic over a 20 year period suggests that psychoneurosis is not a specific disease entity but a method of reacting, and the defense mechanisms which color the reaction are those which are common to everyone. Outcome for most neurotics is benign, but special alertness is necessary in watching for development of malignant states.—(W. L. Wilkins).

1371. Riemann, Fritz. *Über neurosenspezifische Anwendung der psychoanalytischen Technik.* (On application of psychoanalytical techniques in specific cases of neurosis.) *Psyche, Heidel.*, 1952, 6, 336-350.—Psychoanalytical technique has not changed very much since Freud make his famous recommendations. The author suggests certain changes in the technique. He recommends consideration of the patient's present and future, instead of concentration

on the patient's past. The author discusses the beginning of the neurosis (Keimsituation) of the hysterical personality, the personality with the compulsory neurosis, and the depressive personality. Suggestions for certain changes in the technique in each case are described.—(E. Barschak).

1372. **Schneider, Kurt.** *Über die Grenzen der Psychologisierung.* (The limits of psychologization.) *Nervenarzt*, 1953, 24, 89-90.—"There are disturbances of normal and pathological existence which are completely unmotivated. They arise from 'tremors' of the underground that cannot be experienced. The 'underground' is neither a psychic unconscious that may be made conscious, nor a subconscious, nor unconscious somatic process, but a metaphysical limiting concept." Not only depressive moods, but asthenic symptoms, compulsions, anxieties, and conversion symptoms may erupt "without reason" from the underground, and often, in the same fashion, disappear.—(E. W. Eng).

1373. **Schultz, J. H.** *Ein wirksamer psychokathartischer Durchbruch aus dem 2. Lebensjahre.* (An effective cathartic break-through from the 2nd year of life.) *Z. Psychother. med. Psychol.*, 1953, 3, 49-61.—An atypical case of a sudden cathartic break-through from the 2nd year of life is reported. The patient was a young woman who suffered from mood swings, anxiety states, and occasional feeling of unreality; she twice sought psychiatric help when the threat of marriage arose. Psychotherapy extending over a period of 2 years led to the recall of a dramatic scene witnessed during her 2nd year of life; her parents confirmed the accuracy of the recalled event—the mother's aborting during an ocean trip. The symptoms then abated completely and patient entered a successful marriage.—(E. Ochs).

1374. **Sévery, J.** (61, avenue Jan Van Ryswyck, Antwerp, Belgium.) *Experimentation clinique du dinitrile succinique.* (Clinical experimentation with succinic dinitrile.) *Acta neurol. psychiat. belg.*, 1952, 52, 583-598.—Administration of succinic dinitrile in 13 cases of depression and 2 cases of psychasthenia resulted in 6 complete cures, 6 definite improvements, 1 slight improvement, and 2 failures. One starts with intravenous injections of 4 cc. and only passes to 2 cc. after obtaining a persistent amelioration. It is of value to prescribe a concomitant therapeutic of the associated neurovegetative or hormonal disorders.—(F. C. Sumner).

1375. **Stehle, Howard C.** (VA Reg. Off., Chicago, Ill.) *Value of electroencephalography for the differential diagnosis of neurosis and organic brain disease.* *EEG clin. Neurophysiol.*, 1953, 5, 65-68.—Abnormal EEGs were obtained in 19% of 263 veteran patients with clinical diagnoses of psychoneurosis and selected for EEG study because of suspected organic cerebral dysfunction. Epileptic seizure discharges were recorded in 13.5% of 200 patients studied with sleep recordings. In these cases there was a high incidence of symptoms such as major convulsions, weakness, fainting, blackouts, rages, and visual disturbances. However, the same symptoms were found in many patients without EEG evidence of epilepsy. The EEG does confirm the suspicion of organic factors in some of these borderline cases and is of value in differential diagnosis in presumptive psychoneurotics with complaints such as those mentioned.—(R. J. Ellingson).

1376. **Sterba, Richard.** *On "character neurosis."* *Bull. Menninger Clin.*, 1953, 17, 81-89.—The historical development of the concept of character neurosis is considered, and some of the different clinical pictures grouped under this term are reviewed. The term "reflects not only the change in our psychodynamic and genetic concept and our therapeutic approach, but also a change in the general manifestation of neurosis."—(W. A. Varvel).

1377. **Tarachow, Sidney, & Fink, Maximilian.** *Absence of a parent as a specific factor determining choice of neurosis: preliminary study.* *J. Hillside Hosp.*, 1953, 2, 67-71.—The hypothesis that unresolved ambivalence may be related to the absence of one parent during the critical formative years, was studied on the basis of difference in parental deprivation in obsessive-compulsive and hysterics. 44% of 34 cases of obsessive-compulsive neurosis, and 11% of 27 cases of hysteria had a history of parental loss. This "provocative difference" is held to warrant further study.—(C. T. Bever).

1378. **Vujić, V.** *Larvate encephalitis and psychoneurosis.* *J. nerv. ment. Dis.*, 1952, 116, 1051-1064.—This paper reviews the evidence for a biological conception of psychoneurosis. Larvate encephalitis is considered to be a major determiner in the development of psychoneurosis.—(J. A. Stern).

1379. **Zutt, J.** *Über den Hörschwinkel (Acrophobie).* *J. nerv. ment. Dis.*, 1952, 116, 789-793.—The fear of altitude, rather than being attributable to disturbances in the vestibular apparatus, are described as being of psychic origin. Acrophobia is described as being primarily an anxiety reaction based on the absence of familiar surroundings. English summary.—(J. A. Stern).

(See also abstracts 1041, 1047)

Psychosomatics

1380. **Altman, H.** *Autogenes Training bei einer Erkrankung an Keuchhusten.* (Autogenic training in pertussis illness.) *Z. Psychother. med. Psychol.*, 1953, 3, 74-75.—A physician describes his personal experience when while interned he discovered he was suffering from pertussis. He was able to minimize the symptoms and recover uneventfully by applying his training in concentrated relaxation (Schultz' autogenic training).—(E. Ochs).

1381. **Armstrong, Clairette P.** (114 E. 40th St., New York.) *Some notes on imagery in psychophysical therapy.* *J. gen. Psychol.*, 1953, 48, 231-240.—"Psychophysical ailments may be prevented and relieved by various means which are not mutually exclusive but may even be used together. A pragmatic approach may determine choice of method... The psychologist's role aside from application of the laws of learning, is further investigation of imagery, especially in relation to motor learning, intelligence, mental efficiency, age, sex, acuity of sensory organs, etc."—(M. J. Stanford).

1382. **Berle, Beatrice B., Pinsky, Ruth H., Wolf, Stewart, & Wolff, Harold G.** *Appraisal of the results of treatment in stress disorders.* *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 167-177.—This paper describes the operation of a medical clinic in which patients are handled in terms of their personality adjustments. A preliminary report of the results of treatment are included. For the ulcerative colitis

group comparison with a control group of ulcerative colitis patients who underwent conventional treatment is presented. For the other groups such comparisons were not yet available.—(J. A. Stern).

1383. **Cesio, Fidias R.** Estudio psicoanalítico de un caso de depresión hipocondríaca a través de su tratamiento por electro-shocks y psicoterapia. (The psychoanalytic study of a case of hypochondriac depression through its treatment by electro-shock and psychotherapy.) *Rev. Psicoanal., B. Aires*, 1952, 9, 172-183.—Psychotherapy was instituted with a patient diagnosed hypochondriac depression after he had received 15 electro-shock treatments. Through an additional 5 treatments, he quickly established a transference relationship with the therapist who was seen as the father. Within three months, it is reported, the symptoms were cured and the patient left treatment. English, French, and German summaries.—(C. A. Schoper).

1384. **Chiozza, G.** (Genova U., Italy.) Criptorchidismo ed evoluzione mentale. Ricerche col reattivo di Terman. (Mental evolution and cryptorchidism. Researches with the test Terman.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 209-211.—This is a preliminary report on the results of a research made on the relationship between incomplete cryptorchidism and mental development. The results obtained on 20 subjects with incomplete cryptorchidism as compared with 20 normal subjects show an IQ of 93 for the first and 103 for the latter. The authors conclude that "there is a light, but evident, effect on mental development from incomplete cryptorchidism," which confirms the relationships "between hypogonadism and mental development."—(A. Manoil).

1385. **Crider, Blake, & Schott, Robert.** The interpretation of psychosomatic complaints to the patient. *Ohio State med. J.*, 1950, 46, 130-132.—Outlines a technique for interpreting to the patient the meaning of physiological symptoms arising from emotional upsets. This is considered the first step in therapy, regardless of whether the physician himself does the therapy or refers the patient to specialists in psychotherapy and medical psychology.—(B. Crider).

1386. **Fischer-Hoppenworth, G.** Das Autogene Training in der Behandlung der Lungentuberkulose. (Autogenic training in the treatment of tuberculosis of the lungs.) *Z. Psychother. med. Psychol.*, 1953, 3, 62-73.—On the basis of experience with 60 patients Shultz's autogenic training (self-psychotherapy involving concentrated relaxation) is recommended as therapeutic aid in treating T.B. Most patients were found to have inner conflicts which must be resolved before the illness can be effectively influenced. In most cases more extensive psychotherapeutic methods are indicated. In the present series 8 cases showed improvement in the illness concomitant with resolution of psychic conflicts by means of autogenic training. 26 references.—(E. Ochs).

1387. **Fowler, Edmund P., Jr., & Zeckel, Adolf.** (Columbia U., New York.) Psychophysiological factors in Ménière's Disease. *Psychosom. Med.*, 1953, 15, 127-139.—23 patients, divided into 5 groups on the basis of differential types of life stresses and given a battery of psychological tests along with a series of interviews, indicated the combined role of emotional predisposition and stress-type in the onset of vertigo, tinnitus, and deafness. Circulatory changes attendant upon these emotional

states are held responsible physiologically. 22 references.—(L. A. Pennington).

1388. **Gurma, Angel.** Eine Theorie über die Entstehung von Magen- und Darmgeschwüren. (The theory on the genesis of ulcers of stomach and intestinal tract.) *Psyche, Heidel.*, 1952, 6, 293-303.—The author's own theory on the development of ulcers differs from Alexander's. His theory could be called "The digestive-aggressive Mother-Imago." These "imagos" attack the instinctive possibilities for satisfaction in the digestive tract. According to the author, this digestive-aggressive trend develops in the first month of the child. Patients who suffer from ulcer usually show a continuation of the Oedipus situation; a fixation on the mother.—(E. Barschak).

1389. **Hamburg, David A., Hamburg, Beatrix, & de Goza, Sydney.** Adaptive problems and mechanisms in severely burned patients. *Psychiatry*, 1953, 16, 1-20.—A psychiatric study of severely burned patients in the Burn Center, Surgical Research Unit, Brooke Army Hospital, was conducted for one year on 12 patients, with general observations on a larger group. Problems in patient's adaptation, the adaptive mechanisms, and their results are discussed. Case material on two patients, a table of adaptive mechanisms and implications for further research are presented.—(C. T. Bever).

1390. **Hoffman, Mary.** Psychological studies in a patient with a hormone-producing tumour of the adrenal cortex. *Bull. Marit. psychol. Ass.*, 1953 (April), 19-27.—Pre- and post-operative studies were made of a boy who at the age 13 developed a tumour of the adrenal cortex, which caused overproduction of cortisone and androgenic type hormones. Major symptoms were increased weight and abnormal sex interest. Surgical removal of the tumour was followed by a return to normal physique, behavior, and test responses.—(W. F. Grether).

1391. **Karush, Aaron** (Columbia U., New York.), & **Daniels, George.** Ulcerative colitis; the psychoanalysis of two cases. *Psychosom. Med.*, 1953, 15, 140-167.—Case reports set forth the similarities between the 2 patients in whom anxiety and rage from early childhood had come about in a home dominated by the rejecting, hostile mother. The illness, as secondary gain, earned preferential care. Physiological studies, however, must be done to solve the riddle of "organ selection" in psychosomatic disorders.—(L. A. Pennington).

1392. **Lhamon, William T.** (U. Pennsylvania, Philadelphia.) Time and rhythm in psychosomatic relationships. In *Hoch, P. H., & Zubin, J., Current problems in psychiatric diagnosis*, (see 28: 908), 244-255.—Stability and predictability of psychological behavior are associated with stability and predictability in physiological behavior. It is possible that the internal standard of time varies according to the physiological and psychological state of the individual. Time may seem longer to the depressed patient. 38 references.—(W. L. Wilkins).

1393. **Lidz, Theodore.** Principles and techniques of therapy in psychosomatic disorders. *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 156-159.—Psychotherapy of patients with psychosomatic disorders is compared with therapy of other neurotic disturbances and differences in treatment between the two groups pointed out.—(J. A. Stern).

1394. **Murphey, Bradford J.** (U. Colorado Sch. Med., Denver.) **Psychological management of the patient with incurable cancer.** *Geriatrics*, 1953, 8, 130-134.—The psychological problems characterizing the incurable cancer patient are described and suggestions given the physician for dealing with them.—(R. G. Kahlen).
1395. **Nurse, Amy G.** (Columbia U., New York.) **"But why can't I get up?"** *Amer. J. Nurs.*, 1953, 53, 172-174.—The psychological aspects of nursing the child with rheumatic fever, including both child and parent understanding of the nature of the illness, are discussed. Points included are: Children differ in amount and kind of support they need to adjust to the stress of illness; consistent management is essential; explanation of why treatments and procedures are used; assisting the child in making adjustments and working out aggressive feelings, hostile attitudes and periods of rebellion. Prevention and therapy can be effective only when due consideration is given the emotional needs of the child.—(S. M. Amatora).
1396. **Porta, V., & Palazzoli Selvini, M.** **Indagini sulla personalita degli ipertiroidi.** (Researches on the personality of the hyperthyroid.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 315-318.—This is a communication on a research made with 14 subjects, hypothyroid condition, with the use of biographic data, Rorschach, and TAT. The results show emotional tension, general abnormal tendencies, and a certain affective maladjustment. The authors consider the prolonged affective condition as basic in the pathogenesis of the hypothyroid condition. Specific Rorschach results are given, with the observation that as there is no definite character formula for hypothyroidism, no definite type of Rorschach psychogram was found.—(A. Manoil).
1397. **Price, Harold.** (Los Angeles (Calif.) City Health Dept.) **Dermatitis in industry.** *Amer. J. Nurs.*, 1953, 53, 65-66.—After a general discussion of occupational dermatitis there is a discussion of the psychological factors that can either cause and/or aggravate the various types of cutaneous eruptions. A resume of the dermatitis problem in England which has recently increased to an alarming degree is given and it is shown how the psychological factors were responsible in large measure.—(S. M. Amatora).
1398. **Rees, Linford.** (East Glamorgan Hosp., Cardiff, Wales.) **Psychosomatic aspects of the premenstrual tension syndrome.** *J. ment. Sci.*, 1953, 99, 62-73.—The tension symptoms, while found more frequently among neurotic women, are also found in many normal women, and cannot be called neurotic or psychogenic in origin. Bodily changes are responsible for most of the symptoms and signs, and the patient may react to these and be influenced by constitutional factors, including personality type, by degree of general stability, including pattern of adjustment to most areas of life. 30 references.—(W. L. Wilkins).
1399. **Riese, Josef.** **Der kranke Mensch in medizinischer Schau.** (Medical view on the ill person.) *Heilpädagog. Werkbl.*, 1953, 22, 66-75.—Detailed examples on the wholeness of the human being, including the unity of human body, the oneness of the body and mind, and the metaphysical aspect of the human creature.—(M. H. Nagy).
1400. **Rosenbaum, Milton; Reiser, Morton F., & Higgins, John.** **Setting goals of treatment in psychosomatic medicine.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 160-166.—Factors proscribing goals of treatment with psychosomatic patients are listed and elaborated upon. The factors discussed are: present status of functional and structural changes, psychological formulation of patient's personality structure and conflicts, present status of environmental stresses, and the role of the physician.—(J. A. Stern).
1401. **Ross, George L.** (V. A. Hosp., Albuquerque, N. M.), **Bentley, Harriet J., & Greene, George W., Jr.** **The psychosomatic concept in dentistry.** *Psychosom. Med.*, 1953, 15, 168-173.—Psychodynamically oriented case study of an accident-prone "infantile personality" indicated the choice of jaw and other dental difficulties may reflect guilt feelings "over intolerable hostile biting phantasies." A plea is made for dentistry to make greater use of personality evaluative techniques.—(L. A. Pennington).
1402. **Schick, Alfred.** (Columbia U., New York.) **Etiological aspects of psychosomatic conditions.** In *Hoch, P. H., & Zubin, J., Current problems in psychiatric diagnosis*, (see 28: 908), 231-243.—Genetic factors as well as cultural factors are important in the development of psychosomatic conditions. 18 references.—(W. L. Wilkins).
1403. **Wittkower, E. D.** (McGill U., Montreal, Can.) **Studies of the personality of patients suffering from urticaria.** *Psychosom. Med.*, 1953, 15, 116-126.—Clinical study of 35 patients indicated that repressed aggressiveness, masochism, repressed exhibitionism, and revival of infantile skin erotism were operative. Wheals represent a token demonstration of the skin manifestations of infantile fury. 20 references.—(L. A. Pennington).
1404. **Zentner, Arnold S.** **Psychosomatic factors in a case of palindromic rheumatism.** *Bull. Meminger Clin.*, 1953, 17, 64-71.—A 46 year old man developed a relatively rare form of arthritis. His case history revealed "early emotional deprivation, marked ambivalence, tendency toward bodily activity, strong control of emotional expression, conscientiousness, compulsivity, dependency and need to be of service to others." He was "precariously balanced between the two extremes of severe arthritis and severe psychosis."—(W. A. Varvel).

Clinical Neurology

1405. **Bailey, Percival; Green, John R., Annador, Luis, & Gibbs, Frederic A.** **Treatment of psychomotor states by anterior temporal lobectomy.** *Res. Publ. Ass. nerv. ment. Dis.*, 1951, 31, 341-346.—Anterior temporal lobectomies on patients with psychomotor epilepsy are reported to reduce psychomotor seizures as well as reducing nonictal psychiatric disorders.—(J. A. Stern).
1406. **Bartlett, J. E. A.** **A Gestalt interpretation of symptoms associated with a temporo-parietal lesion.** *Brit. J. Psychol.*, 1953, 44, 57-60.—"A patient is described who showed perversion of visual symbols without disturbance of background, and metamorphosis, in association with episodic dysphasia, and who is considered to be suffering from a left-sided parietal or temporo-parietal lesion." The hypothesis that perseveration is confabulation replacing deficient imagery is put forward. "It is suggested that in this case the functioning of differentiating 'Ge-

stalten' from 'Figuren Hintergrunde' is dependent on the left temporo-parietal region and is related anatomically to an area concerned with the interpretation of visual and auditory verbal stimuli."—(L. E. Thune).

1407. **Hattershy, W. S., Teuber, H. L., & Bender, M. B.** (New York U., Coll. Med.) **Problem solving behavior in men with frontal or occipital brain injuries.** *J. Psychol.*, 1953, **35**, 329-351.—80 veterans were studied on the Maier String Problem. 20 S's had penetrating frontal injuries; 20 had injuries in the parieto-occipital regions; 40 with peripheral injuries served as controls. The general finding was that patients with injuries to the anterior lobe substance did not do any worse than those with lesions in the posterior areas, which finding is not compatible with the prevailing assumption that integrity of frontal lobes is of singular importance for the solution of problems of the nature of the one employed here. 64 references.—(R. W. Husband).

1408. **Rickford, J. A. R.** (Maryfield Hosp., Dundee, Eng.), & **Ellison, R. M.** **The high incidence of Huntington's chorea in the Duchy of Cornwall.** *J. ment. Sci.*, 1953, **99**, 291-294.—One per cent of mental hospital patients and a total of 19 cases in 340,941 population were found. One family tree is given.—(W. L. Wilkins).

1409. **Blickenstorfer, E.** **Neugestaltung kranken Daseins unter dem Einfluss der Mutterschaftshormone.** (Rebirth (reformation) of sick individuals under the "mother hormones.") *Psyche, Heidel.*, 1952, **6**, 321-335.—Case histories of acromegalous men and women are given which indicate outspoken motherly behavior under the influence of female hormones. The author states that these patients may have "used" their hormones which were conditioned by their respective disease to constitute a new world for them, a world filled with motherly emotions, desires, and actions to make up for their previous environments which did not provide for any emotional security. 29 references.—(E. Barschak).

1410. **Boschi, G.** (Modena U., Italy.) **Conscienza, personalita' ed io nell' equivalente epilettico (in rapporto alla imputabilita').** (Consciousness, personality and ego in epilepsy, in relation to imputability.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 179-181.—The term "psychic epileptic equivalent" refers to various conditions characterized by unconsciousness and amnesia. However "the lack of mnemonic fixation does not mean necessarily unconsciousness" during the epileptic attack. The recall of a criminal act does not exclude the epileptic nature of the act; the relative amnesia also does not indicate an epileptic attack. Personality and ego in certain cases facilitate the persistence of consciousness. The problem of responsibility is a problem of degree.—(A. Manoil).

1411. **Canestrari, R., & Bosinelli, M.** (Bologna U., Italy.) **L'inversione figura-sfondo nei soggetti normali e negli epilettici.** (The inversion ground-figure in normals and epileptics.) *Arch. Psicol. Neurol. Psichiat.*, 1953, **14**, 191-193.—An experiment on 179 subjects (129 normal and 50 epileptics) with 9 plates presenting ambiguous figures black and white is reported. The results show a definite decrease in the capacity for inversion in the epileptic subjects. These results are interpreted as indicating "the existence, in epileptics, of a tendency to de-

tailed analysis and attention to details." Moreover various epileptic manifestations are related to a personality structure organized at a very low functional level. At this level "the perceptive process assumes a more rigid and less differentiated orientation" which is shown through the test of figure-ground inversion.—(A. Manoil).

1412. **Cogan, David G.** **A type of ocular motor apraxia presenting jerky head movements.** *Amer. J. Ophthalm.*, 1953, **36**, 433-441.—4 cases of congenital ocular apraxia are presented in which there is an absence of willed movements though full random movements are retained; fixation is accomplished by jerky overshooting of the head.—(D. Shaad).

1413. **Dimitrijevic, D. T.** **A dynamic variant of Jackson's principle of dissolution.** *J. nerv. ment. Dis.*, 1952, **116**, 596-600.—This variant of the principle of dissolution of function states that lesions in lower centers can inhibit or enhance activity of higher centers. A number of clinical examples are presented.—(J. A. Stern).

1414. **Duncan, Melba Hurd.** (Cerebral Palsy Trng. Cntr., Colo. Springs, Colo.) **Anxiety as a speech deterrent among cerebral palsied children.** *West. Speech*, 1953, May, 155-163.—The problem of anxiety as a speech deterrent in cerebral palsied children has been overlooked in general in the field. The author presents two cases in which attention to the child's anxiety by puppet drama and play therapy was successful in assisting the commencement of the communicative process. Speech therapy in cerebral palsy is not a simple matter of phonetic manipulation or gadgets and exercises.—(M. F. Palmer).

1415. **Guttman, Ludwig.** **Studies on reflex activity of the isolated cord in the spinal man.** *J. nerv. ment. Dis.*, 1952, **116**, 957-972.—"A survey of reflex disorders following transection or severe lesions of the spinal cord in traumatic paraplegics is presented, and the author's observations are discussed in the light of the findings of previous investigators."—(J. A. Stern).

1416. **Langworthy, Orthello R.** **Review of psychiatric progress 1952: Neuropathology, endocrinology, and biochemistry.** *Amer. J. Psychiat.*, 1953, **109**, 493-496.—Certain broad new fields of investigation are discussed in the literature of the past year. Among some of these were: results of experiments which permitted regeneration of severed conduction pathways in the central nervous system, cerebral changes produced by multiple minute emboli, painful phantom limb, multiple sclerosis, the aging brain, muscular diseases and radio active isotopes used with increasing frequency to localize brain tumors. 48-item bibliography.—(F. W. Snyder).

1417. **Macklin, Madge T.** (Ohio State University, Columbus.) **Is idiopathic convulsive disorder partially sex-linked?** *Amer. J. hum. Genet.*, 1952, **4**, 356-362.—"Until more evidence is forthcoming to substantiate its localization on the homologous segments of the sex chromosome, [this gene is] considered as exhibiting autosomal recessive inheritance."—(S. L. Halperin).

1418. **Moore, Matthew T.** **Within the realm of epilepsy.** *J. nerv. ment. Dis.*, 1952, **116**, 841-861.—The realm of epilepsy includes all patients who evidence a total seizure pattern as determined by clinical and electrographic evidence and who are responsive to anti-epileptic drugs. A number of illnesses falling

- within this classificatory schema are described.—(J. A. Stern).
1419. Müller-Hegemann, D. (U. Leipzig, Germany.) **Über den gegenwärtigen Stand der Aphasie-Agnosie-Diskussion in Deutschland.** (On the present status of the aphasia-agnosia discussion in Germany.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, 5, 148-152.—The theories of the classical localizing school and of the "total approach" (Ganzheitsbetrachtung), particularly as developed by Conrad and Bay, are discussed. They are unfavorably contrasted to the "exact basis for a total view of the aphasia-agnosia disturbances" provided by Pavlov's teachings. Russian summary.—(C. T. Bever).
1420. Naidoo, D. (Maudsley Hosp., London, Eng.) **Gargoylism (Hurler's disease): a neuropathological report.** *J. ment. Sci.*, 1953, 99, 74-83.—Two cases are reported and the relevant literature reviewed.—(W. L. Wilkins).
1421. Reinhold, Margaret. (National Hosp., London, Eng.) **Human behaviour reactions to organic cerebral disease.** *J. ment. Sci.*, 1953, 99, 130-135.—In the catastrophic reaction the organic protects himself by orderliness, trick movements, avoiding situations which might expose his disability, using other senses to take the place of affected ones, and finding excuses and seemingly plausible reasons for failures. Beyond this he has a typical mood, difficulty in describing symptoms, need for reassurance, variability in performance, generalized effects in functioning, and preference for dealing with the concrete rather than the abstract. Using these criteria the organic can be differentiated from the hysteric. More specific clues include the presence of incontinence, homonymous hemianopic field defects, visual hallucinations, and distortion of perception of sensory stimuli, which are rarely hysterical.—(W. L. Wilkins).
1422. Schwarz, B. (U. Leipzig, Germany.) **Beobachtungen zur Ätiologie und Pathogenese der Krampfkrankheiten; klinische und poliklinische Erfahrungen bei der Therapie der Krampfanfälle.** (Views on the etiology and pathogenesis of convulsive disorders; clinical experiences in the therapy of convulsive seizures.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, 5, 85-91.—Etiologic study of 83 cases of convulsive disorder revealed recognizable causal factors in only 49. The time relationship between causal factors and seizures is discussed and treatment methods are described with brief clinical reports. 18 references.—(C. T. Bever).
1423. Silfverskiöld, B. P. **Vegetative disorders of the postconcussion syndrome.** *J. nerv. ment. Dis.*, 1952, 116, 897-901.—Pneumoencephalographs of cases of chronic postconcussion syndromes give evidence of brain atrophy. Psychologic factors play an important role in the development of the postconcussion syndrome and treatment should be directed accordingly.—(J. A. Stern).
1424. Sialer, George C., Levy, Lewis L., & Roseman, Ephraim. (U. Louisville, Ky.) **Epilepsia cursiva: syndrome of running fits.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, 69, 73-79.—Episodic alterations in awareness associated with running were studied in 9 cases. All were otherwise epileptic (grand mal or psychomotor) and all exhibited cerebral dysrhythmias; conflicts within the family are suggested as precipitants of the running. Decrease in behavioral symptoms accompanied drug- and psychotherapy.—(L. A. Pennington).
1425. Susić, Zv., & Dogan, S. (U. Zagreb, Yugoslavia.) **Le symptôme de décharge électrique (le symptôme de Lhermitte) provoqué par la rétroflexion de la tête.** (The symptom of 'electric sensations'—Lhermitte's sign—provoked by retroflexion of the head.) *Encéphale*, 1953, 42, 33-42.—The authors present 4 cases with electric sensations on retroflexion of the head; in two of these cases forward flexion produced the same symptom. The diagnostic significance and spinal cord pathology are discussed.—(M. L. Simmel).
1426. Teuber, Hans-Lukas. **Some after-effects of brain injury in man.** *Dig. Neurol. Psychiat.*, 1953, 21, 154.—(Abstract).
1427. Uchimura, Y., & Shiraki, H. **Cerebral injuries caused by atomic bombardment.** *J. nerv. ment. Dis.*, 1952, 116, 654-672.—The cerebral changes noted were primarily of two types, changes in the brain attributable to circulatory disturbance, and selective changes or destruction of nerve cells. Comparison is made with changes attributable to radium and X-ray radiation.—(J. A. Stern).
1428. Voss, Ralf. **Das psychische Kkomotions-syndrom.** (The psychic "concussion syndrome".) *Nervenarzt*, 1953, 24, 155-161.—Psychic and vegetative partial syndromes are distinguished in the effects of brain concussion. Psychic "concussion syndrome" consists of: retrograde amnesia, anterograde amnesia, stupor, twilight states, loss of consciousness. Both psychic and vegetative "concussion syndromes" as well as each one of their component symptoms occur separately as well as in every conceivable combination. Because of the gradual transition from skull wounds without cerebral involvement to those with a fully developed psychic and vegetative "concussion syndrome," it is not possible to diagnose "concussion of the brain" as a well-defined clinical entity. One ought, therefore, to speak only of concealed skull injuries with psychic and vegetative "concussion syndromes." 19 references.—(E. W. Eng).
1429. Warren, Marjory W. **Retraining the elderly hemiplegic.** *Geriatrics*, 1953, 8, 198-203.—Hemiplegics, who constitute a large portion of geriatric patients, can obtain a large measure of improvement if properly treated physically and psychologically. Suggestions for such treatment are given.—(R. G. Kahlen).
1430. Watson, C. Wesley. **Review of psychiatric progress 1952: Epilepsy.** *Amer. J. Psychiat.*, 1953, 109, 521-522.—Selected literature of 1952 concerning epilepsy is reviewed. 12 references.—(F. W. Snyder).
1431. Weinstein, Edwin A. (Mount Sinai Hosp., New York.), & Kahn, Robert L. **Personality factors in denial of illness.** *A.M.A. Arch. Neurol. Psychiat.*, 1953, 69, 355-367.—Contrasting studies of 28 brain-damaged patients who denied their illnesses with 28 similar individuals who did not deny their disabilities indicated the former, premorbidly, had long denied any illness and had exhibited a drive for prestige and esteem that precluded an acceptance of any inadequacies.—(L. A. Pennington).
1432. Wendt, Harro. (U. Leipzig, Germany.) **Entstehung und Behandlung einer psychogen fixierten Astasie-Abasie im Kindesalter.** (Development and

treatment of a psychogenically fixated case of astasia-abasia in childhood.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1953, 5, 92-96.—The case of a 17-year-old girl is presented who developed an astasia-abasia on an organic basis 4 years previously. This became psychogenically fixated and resulted in secondary organic changes and functional disturbances. The effective psychotherapeutic measures are described.—(C. T. Bever).

1433. Witter, Hermann, & Müller, Rainer. Die Aktivierung des EEG durch Evipan bei gedeckten traumatischen Hirnverletzungen. (Activation of the EEG by evipan in cases of hidden traumatic brain damage.) *Nervenarzt*, 1953, 24, 97-102.—"EEG activity, heightened by administration of evipan, was studied in 58 cases of concealed traumatic brain damage. Two relationships were studied: (1) between increase of activity and post-traumatic vegetative lability, and (2) between increase of activity and organic-cerebral damage. No correlation was observed between evipan-induced increase in EEG activity and vegetative lability. However, some correlation was found between organic-cerebral damage and extent of evipan-induced increase of EEG activity: cases of slight damage showed slight increases, and severe cases showed great increases of activity." 4 EEG's reproduced.—(E. W. Eng).

(See also abstracts 275, 1375, 1532)

Physically Handicapped

1434. Alves García, J. Recherches sur le langage, la mimique et la psycho-motilité des sourds-muets. (Research on the language, pantomime, and psycho-motility of deaf-mutes.) *J. Psychol. norm. path.*, 1952, 45, 464-483.—Deaf mutes lack contact with the subtlety of spoken language and are confined to the impoverished realm of pantomime. Hence their thinking is restrained, practical, and concrete; they lack the ability to abstract, generalize, or categorize as is required in mathematical and similar thinking. They are ambidextrous, do not develop the kind of cerebral dominance which is associated with fluent speech, and lack spontaneity in their psychomotor balance. 18 references.—(G. Elias).

1435. Blank, H. R. The integration of psychiatric services in a case work agency for the blind. *New Outlook for the Blind*, 1952, 46, 229-231.—Ten ways in which the psychiatrist participates in an agency for the blind are described: (1) consultation involving direct examination of the client, (2) consultation with caseworker and supervisor about a specific problem and (3) of a more sustained type, (4) psychiatric treatment of a client, (5) conducting seminar discussions with the professional staff, (6) consultation with the agency's nursery school, (7) consultation on an industrial level in relation to problems of the agency's sheltered workshops, (8) discussions with and reports to the Board of Directors, (9) consultation with the agency's home for aged blind, (10) participation in interagency relationships.—(N. J. Raskin).

1436. Cholden, L. (Menninger Foundation, Topeka, Kans.) The role of the psychiatrist in the adjustment center for the blind. *New Outlook for the Blind*, 1952, 46, 225-228.—The psychiatrist in an adjustment center for the blind can be a great source of security, as someone with whom staff personnel may

consult freely on problems of behavior or attitude that they may not understand. The diagnostic interview is the most important function of the psychiatrist at the Kansas Rehabilitation Center for the Adult Blind. It includes (1) the aims of the person in coming to the Center, his expectations and their basis in reality, (2) the personality characteristics and their foundations in this particular person, and (3) the level of adjustment to blindness. On the basis of the interview, recommendations are made to the staff suggesting procedures for the most efficient teaching and study of each client.—(N. J. Raskin).

1437. Johnson, Harriet C. Teen agers... a real challenge! *Crippled Child*, 1953, 30 (6), 13-15.—The social and emotional needs of the handicapped teenager are similar to those of the non-handicapped, though they will vary in degree. It is felt that the similarities are greater than the differences, although the differences must be realistically taken into account.—(G. S. Speer).

1438. Levi, Joseph. (New York U.) The Rorschach Test in rehabilitation. *J. Rehabil.*, 1953, 19 (2), 13-15; 29.—Levi reports that patients with physical disability provide Rorschach patterns that are strongly suggestive of their behavior while undergoing rehabilitation. 4 Rorschach patterns—"anatomy pattern, guilt pattern, rigid pattern, and passive-dependent—were of great help in evaluating and understanding the patients." The use of this test in rehabilitation as a basis for providing an understanding of the underlying personality structure is recommended.—(M. A. Seidenfeld).

1439. MacFarland, D. C. An exploratory study comparing the maze learning ability of blind and sighted subjects. *New Outlook for the Blind*, 1952, 46, 259-263.—A stylus maze was employed with (1) ten blind subjects, (2) ten sighted subjects who were blindfolded during the orientation period, and (3) ten seeing subjects who were allowed to orient themselves visually before the test began. The first two groups, oriented tactually, required fewer trials, less time per trial and made fewer errors than the third group. Considering the two superior groups, the blind required more trials than the seeing, tactually oriented group, but their average time per trial was far less. "The blind persons used a method of attack which was different from that of the other groups. They worked slowly and carefully in the first trials, exploring every part of the maze; then they began to eliminate errors systematically. It was apparent that this group employed an attack based at least in part on 'visualization.'"—(N. J. Raskin).

1440. Neufeld, Irvin. Outline of teleo-psychological principles in rehabilitation of physically handicapped persons. *Indiv. Psychol. Bull.*, 1951, 9, 47-69.—Physically impaired persons need not only somatic, but also mental, social and economic rehabilitation. Attitudes play decisive roles in rehabilitation and social integration. Rehabilitation is regarded as "a means to social re-integration." The patient's "teleological aspect (purposive view)" should be considered in determining methods, aims and outcome of rehabilitation. Illustrative examples of resistance to rehabilitation are presented. 73 references.—(A. R. Howard).

1441. Plata Gutiérrez, José. El municipio en la educación y en la formación profesional de los deficientes ópticos. (The municipality and its role

in the education and professional formation of visual defectives.) *Rev. Psicol. Pedag. apl., Valencia*, 1952, 3 (5), 49-72.—The number of visual defectives in Spain (blind and almost blind cases only) is estimated at 22,000. This sector of the population requires a special education or training. What the municipality can do to help the visual defectives, both in their education and professional formation, is discussed. English summary.—(E. Sánchez-Hidalgo).

1442. Silverstein, Bernard, & Steer, M. D. Hear, now! Hearing conservation programs, including education, case finding, treatment and rehabilitation, are proving their value. *Mon. Bull. Ind. Sch. Bd Hltb.*, 1952, 55, 276-277; 289.—A brief statistical summary of the Purdue Hearing Test Service and programs of other states, pointing up the need for such services and their value. Follow-up studies of children tested and found in need of services indicate that lack of trained personnel accounts for many not receiving treatment where advised.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1443. Tenny, John W. (Wayne U., Detroit, Mich.) The minority status of the handicapped. *Except. Child.*, 1953, 19, 260-264.—A handicap tends to produce social distance. Other factors contribute to a kind of minority status: unfavorable portrayal in literature, frequent segregation (particularly in schools), and vocational disadvantage. Social status of the handicapped as children and as adults varies. Homogeneity of handicap does not exist. To meet the needs of the neglected 75% of this group, specific "action programs" are proposed which, it is believed, will tend to reduce the minority status.—(T. E. Newland).

1444. Whitehouse, Frederick A. (Institute for Crippled and Disabled, New York.) Habilitation—concept and process. *J. Rehabil.*, 1953, 19 (2), 3-7.—The task of preparing the adolescent or adult who has become physically disabled early in life, before having had a chance to experience work situations or social orientation is very difficult and requires a different approach than that of the individuals whose disabilities occur later in their lives. Suggested modes of approach are discussed to the end that these individuals may acquire acceptable and satisfying socio-economic status and education for living.—(M. A. Seidenfeld).

1445. Zeckel, Adolf. (Columbia U., New York.) Psyche and deafness. *Amer. J. Psychother.*, 1953, 7, 321-349.—Two aspects of the problem of deafness are discussed in this paper: the somatopsychic aspect, chiefly in relation to congenital deafness in children, and the psychosomatic aspect, chiefly in those cases of deafness which are a part of Menière's disease. A discussion of Zeckel's paper by three doctors is presented. 30 references.—(L. N. Solomon).

(See also abstract 1526)

EDUCATIONAL PSYCHOLOGY

1446. Cogswell, John F. Effects of a stereoscopic sound motion picture on the learning of a perceptual-motor task. *USN Spec. Dev. Cent., Hum. Engng Rep.*, 1952, No. SDC 269-7-32, 13 p.—Assembly of the breech block of the 44mm anti-aircraft gun was the task employed to test the variation of learning efficiency in relation to the exactness with which a

training film simulates the actual situation. A three-dimensional effect produced no improvement. Its novelty may actually have been distracting. It is concluded that "exact simulation is not a prerequisite for effective training."—(R. Tyson).

1447. Deasy, Leila Calhoun (Cornell U., Ithaca, N. Y.), & Anderson, C. Arnold. Selectivity in the university. *J. higher Educ.*, 1953, 24, 113-120.—The belief that colleges are channels of vertical mobility in American society is examined by investigating the social background of white students at the University of Kentucky since 1910. The conclusion is reached that in spite of the increase in the proportion of the total population of youth in college there is little evidence of a progressively more equal inclusion of all levels of the population in the student body.

Young people most advantaged to begin with were and continue to be disproportionately represented among university students. Even the veterans' program following the late war modified this situation much less than is commonly supposed.—(M. Murphy).

1448. Kunz, Leo. Aufgabe und Grenzen einer erzieherisch wertvollen Selbstverwaltung. (Task and bounds of an educationally meaningful self-observation.) *Heilpädagog. Werkbl.*, 1953, 22, 56-66.—Philosophical and educational analysis of the subject.—(M. H. Nagy).

1449. Montanari, A. Problemi di psicologia clinica nel campo della patologia scolastica. (Problems of clinical psychology in the field of scholastic pathology.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 288-289.—The author stresses the need for a school (clinical) psychologist and a school (clinical) psychology in view of a better knowledge of the personality of the pupil.—(A. Manoil).

1450. Northrop, Dean S. Effects on learning of the prominence of organizational outlines in instructional films. *USN Spec. Dev. Cent., Hum. Engng Rep.*, 1952, No. SDC 269-7-33, 24 p.—An experiment showed that film learning increases significantly with added audio and visual outline material for a film not well organized. Such material, however, might interfere with a dramatic story type of film. A detailed outline was no reliable improvement over an outline stressing only salient points. The effectiveness of an organizational outline, when proven, was restricted to subjects of lower intelligence. 3 versions of each of 3 types of film were the basis for an experimental design described in detail.—(R. Tyson).

1451. Ryan, W. Carson. Review of psychiatric progress 1952: Mental health in education. *Amer. J. Psychiat.*, 1953, 109, 523-524.—The following areas are reviewed: problems encountered in setting up a mental hygiene curriculum in public schools, a successful school mental hygiene project, mental hygiene teamwork involving schools and other agencies, function of the health educator, importance of the teacher, and published materials. 10 references.—(F. W. Snyder).

1452. Shane, Harold G. (Northwestern U., Evanston, Ill.), & McSwain, Edward T. Evaluation of the educational program. *Rev. educ. Res.*, 1953, 23, 171-180.—Although there is some looseness with regard to the use of the term "evaluation," most writers in the field agree that, so far as the elementary school is concerned, evaluation may be defined as "a continuous process of inquiry, based upon criteria developed cooperatively in the school-

community, and concerned with the study, interpretation, and guidance of socially desirable changes in the behavior of children." The writers review 103 studies of recent and older date under the following categories: the theory of the evaluative process, appraisal of the general school program, evaluation of the elementary-school teacher's competence, evaluation of changes in children's behavior, and evaluation as measurement.—(W. W. Brickman).

1453. Shoobs, Nahum E. **The curriculum as a means of personality adjustment.** *Indiv. Psychol. Bull.*, 1951, 9, 70-85.—In confronting both the problem of transferring feelings of adequacy in school situations to relationships with parents, neighbors, etc. and the problem of transmuting social ideas acquired in school into social feelings, 4 proposals are extended: (1) Center lessons around people to aid perception of the world as one of interrelationships; (2) formulate a theme based on class needs; (3) arrange curriculum material for the term around a social principle, as interdependence of all life on earth; (4) transfer the new social ideas to everyday life activities. Examples are cited of the use that teachers can make of various subjects in order to stimulate pupils to apply their knowledge.—(A. R. Howard).

1454. Spiel, Oscar. **Technology of mental hygiene in school.** *Indiv. Psychol. Bull.*, 1951, 9, 4-8.—Some of the principles and techniques of the Individual Psychology Experimental School, Vienna, are outlined by the Director.—(A. R. Howard).

1455. Swenson, Esther J. (U. Alabama, University.), & Parton, Daisy. **General aspects of instructional method.** *Rev. educ. Res.*, 1953, 23, 162-170.—A review of 59 studies, published during 1949-52, on the changing roles for teachers and pupils, developmental and individualized teaching based on understanding children, social aspects of learning and teaching method, and meaning, understanding, and relatedness of experience.—(W. W. Brickman).

1456. Wees, W. R. **Authoritarianism in education.** *Canad. J. Psychol.*, 1953, 7, 21-24.—Authoritarianism in education springs from governmental tradition, education traditions, reverence for the printed word, the teacher's ego, and ignorance. The values and harm of authoritarianism are discussed.—(J. Bucklew).

1457. Weniger, Erich. **Wissenschaft und Erziehung.** (Science and pedagogy.) *Sammlung*, 1953, 8, 156-157.—The changes which have taken place and not received much attention until now in the sciences and in the field of sociology are discussed, especially those which point to a close bond between theory and practice. The author develops the idea of contribution of the sciences to the solution of the practical problems in education and politics.—(M. J. Stanford).

1458. Zazzo, René. **Pédagogie et théories de l'éducation.** (Pedagogy and theories of education.) *Année psychol.*, 1952, 52, 457-467.—Education is an education of freedom for freedom, to bring self-realization of the individual in his environment, to discover human values, to become what he chooses to be—a synthesis of the physical, social and cultural according to spiritual laws. Traditional pedagogy has been replaced by an effort to understand existing conditions both social and psychological.—(G. E. Bird).

(See also abstracts 208, 736, 821)

School Learning

1459. Artley, A. Sterl. (U. Missouri, Columbia.) **Oral-language growth and reading ability.** *Elem. Sch. J.*, 1953, 53, 321-328.—The child can read no better than he can organize his ideas and express them verbally. Discussion under 4 topics follows: (1) oral language and reading a unitary process; (2) oral language in the patterns of language skills; (3) factors of oral-language development; (4) continuous attention to oral language. 25 references.—(S. M. Amatora).

1460. Auble, Donavon, & Mech, E. Victor. (Indiana U., Bloomington, Ind.) **Quantitative studies of verbal reinforcement in classroom situations: I. Differential reinforcement related to the frequency of error and correct responses.** *J. Psychol.*, 1953, 35, 307-312.—Three groups of 17 3rd grade subjects were used: first received verbal reinforcement each session; second received none but were in presence of Group I; third worked problems with no comments. The control group gave consistently superior numbers of correct responses, the reinforced group the next best, and those on which reinforcement was omitted showed very little improvement.—(R. W. Husband).

1461. Barrett, Dorothy M. (Hunter College, New York.) **Correlation of survey section of Diagnostic Reading Tests and of Test C2: Reading Comprehension with college history grades.** *J. educ. Res.*, 1953, 46, 465-469.—With a group of 200 college students all scores on Test C2, Reading Comprehension, correlated more highly with grades in two terms of American History than any of the scores of the Survey Section of the Diagnostic Reading Tests, by Triggs. For practical purposes a multiple correlation based on the speed and vocabulary scores of Test C2 was the best means of predicting grades in history. Adding scores on the ACE Psychological Examination to these two scores did not increase the correlation significantly.—(M. Murphy).

1462. Beecher, Willard. **A new approach to remedial instruction.** *Amer. J. indiv. Psychol.*, 1952-53, 10, 4-19.—The hypothesis underlying "old-fashioned tutoring and most of the efforts at Remedial Instruction... is based on the assumption that the child cannot learn by ordinary classroom instruction." Adler hypothesized that "such children will not learn rather than cannot learn." In the usual remedial case, the parents have not freed themselves of the child's dependency. Educational failure is not regarded as a "thing-in-itself." Illustrative cases are discussed.—(A. R. Howard).

1463. Berger, Max. (Murray Hill Vocational High Sch., New York.) **A check list for self-evaluation of techniques in teaching English.** *Engl. J.*, 1953, 42, 207-209.—This is a list of questions for self-evaluation under 4 groupings: (1) literary appreciation; (2) spelling; (3) reading; (4) written expression. The total list includes 71 questions.—(S. M. Amatora).

1464. Bridger, David. **Lern-Klolim un zeyer onvendung beim shprakh-limud.** (The application of principles of learning in the teaching of language.) *Bl. Yiddisher Dertsiumg*, 1950, 2(1), 36-42.—The following topic headings are treated: everything that is taught must be properly motivated; everything that is taught must be meaningful; materials of instruction and pupil-readiness.—(J. A. Fishman).

1465. **Bräger, David.** *Lernen un gedenken.* (Learning and remembering.) *Bl. Yiddisher Dertsung*, 1951, No. 4, 25-31.—"Some of the laws of learning which psychology and education give us concerning the process of learning by heart and remembering." Topics covered are: learning by heart; repetition; whole vs. part learning; recall; individual differences in memorizing; the effect of interpolated activities, rest, and lapse of time; the role of testing and reviewing.—(J. A. Fishman).
1466. **Brownell, John A.** (Whittier (Calif.) Union High Sch.) *The influence of training in reading in the social studies on the ability to think critically.* *Calif. J. educ. Res.*, 1953, 4, 28-31.—Using as experimental and control groups parts of his own ninth-grade classes, with 24 pairings on the basis of intelligence and reading, taught an average of 2 hours a week for 28 weeks, changes in critical thinking as measured by the Watson-Glaser Critical Thinking Appraisal were ascertained. The data provisionally suggest more significant score gains in the experimental group, although the evidence was not conclusive that the greater relative gains were caused by the training in reading alone.—(T. E. Newland).
1467. **Brownell, William A.** (U. California, Berkeley.) *The effects of practicing a complex arithmetical skill upon proficiency in its constituent skills.* *J. educ. Psychol.*, 1953, 44, 65-81.—A comparison of the scores of 367 fifth-grade pupils on a preliminary test of simple arithmetic skills and on a similar re-test which was given after three weeks' practice in division with two-place divisors revealed no uniform profit or loss. Some pupils improved in the simple skills, while others showed impairment. In certain cases there was a gain in one or more skills, with loss in the others. There is some evidence that the oldest and best established skills were most stable, and that the greatest changes occurred in the sub-skill (simple division) which was most similar to the skill practiced. Where losses occurred, they are probably attributable to retroactive inhibition.—(E. B. Mallory).
1468. **Carpenter, C. R.** *Logistics of sound motion pictures for military training.* *USN Spec. Dev. Cent., Hum. Engng Rep.*, 1952, No. SDC 269-7-31, 41 p.—"Findings and implications of the International Film Research Program prior to 1952 are integrated into a cohesive training film program." Topics include best presentation of films, situations for their use, pre-release and post-release evaluation, training of teachers, and analysis of military needs for motion picture instruction. The military is urged to integrate "the various phases of film production and utilization." 36-item list of relevant Special Devices Center publications.—(R. Tyson).
1469. **Donahue, Rosemary S.** (Bedford (N. Y.) Rippowam Sch.) *A problem in developmental reading.* *Engl. J.*, 1953, 42, 142-147.—The author tells how she found it difficult for junior high school boys to understand narrative poetry, even though they scored as high as 14.1 on Stanford Achievement Test in reading. She describes her method with these boys, beginning with analyzing cartoons and reading plays.—(S. M. Amatora).
1470. **Duel, Henry J.** *Mass interview technique in graduate evaluation.* *Train. Anal. Developm. Inform. Bull.*, 1953, 4, 64-67.—A technique is offered for quick collection of a large sample of comments for training evaluation. It is described as a form of "mass interview." Subjects respond to questions by writing comments on slips of paper. The slips are sorted and summarized. Brevity, specificity, and objectivity are urged, and only one comment should be on each slip. Color codes may help in identifying populations sampled. Advance preparation and possible difficulties are discussed.—(R. Tyson).
1471. **Edson, William H., Bond, Guy L., & Cook, Walter W.** (U. Minnesota, Minneapolis.) *Relationships between visual characteristics and specific silent reading abilities.* *J. educ. Res.*, 1953, 46, 451-457.—Relationships between 10 measures of silent reading skills and 13 tests of visual characteristics were studied in 4th grade pupils. No evidence was found to support "the opinion that achievement in reading is limited by vision" within these groups and for the tests used.—(M. Murphy).
1472. **Felveston, Philip.** (Wells High Sch., Chicago, Ill.) *The value of a personality inventory in a self-appraisal course on the secondary level.* *Calif. J. educ. Res.*, 1953, 4, 69-72.—"It has been the writer's experience over a number of years in teaching Self-Appraisal and Careers that a personality schedule or test has its place not only as an aid in the evaluation of the total individual, but also serves as a strong motivating class activity."—(T. E. Newland).
1473. **Fishman, Shikl.** *Tsveyshprakhkeit in a yiddisher shul.* (Bilingualism in a Yiddish school.) *Bl. Yiddisher Dertsung*, 1951, No. 4, 32-42.—86 children attending a supplementary Jewish school, with Yiddish as the language of instruction, were divided into 3 groups differing significantly in degree of Yiddish-English bilingualism. No significant differences between the three bilinguality groups were found when these were compared as to their (1) leisure time activities, (2) number of intimate friends, (3) public school marks, and (4) family adjustment. Significant differences between the three bilinguality groups were found when these were compared as to (1) self-identification with the Jewish group and, (2) attitude toward own bilingualism.—(J. A. Fishman).
1474. **Forgays, Donald G.** *The development of differential word recognition.* *J. exp. Psychol.*, 1953, 45, 165-168.—144 Ss ranging from the 2nd through the 10th grade and the first 3 years of college were presented words tachistoscopically to the left and right peripheral fields of vision and recognition response was recorded. Results showed that recognition of words increased significantly with educational experience, was more frequent for words exposed to the right of fixation, and that this second factor is significantly related to educational grade level. The findings are inconsistent with a theory of general equipotentiality of vision.—(A. K. Solarz).
1475. **Franzblau, Abraham N.** (Hebrew Union Sch., New York.) *New methods of teaching Hebrew.* *Jewish Educ.*, 1950-51, 22 (1-2), 15-28.—A one-bond method of teaching Hebrew. "It consists of presenting the [foreign] symbol and its English meaning alone. The sound of the word is not presented. The child is not able to pronounce it because he does not know what the word sounds like. He is not asked to read or write it in script. He merely learns to recognize the word for what it means.... Having only this one bond to learn instead

of fifteen, or six, or even three, the child moves ahead, rapidly acquiring more and more words."—(J. A. Fishman).

1476. Galifret-Granjon, N. *L'apprentissage de la lecture et de l'écriture*. (Learning to read and write.) *Année psychol.*, 1952, 52, 443-456.—An analysis is presented of the progressive evolution of ideas on the subject, based on the work of many individuals. In current research on the difficulties of reading there are a medical and a psychological tradition. Reading is more complex than writing. The importance of reading-readiness tests and the significance of child guidance clinics in this field of learning are stressed. 37 references.—(G. E. Bird).

1477. Gray, William S. (U. Chicago, Ill.) *Summary of reading investigations, July 1, 1951 to June 30, 1952*. *J. educ. Res.*, 1953, 46, 401-437.—This annual summary includes 91 items with annotated bibliography.—(M. Murphy).

1478. Hegg, J. O., & Weaver, D. O. (Vance AF Base, Okla.) *Evaluating the reading difficulty of training literature*. *Train. Anal. Develpm. inform. Bull.*, 1952, 3 (4), 19-22.—The need to have training materials match the comprehension and experience levels of students is stressed, with emphasis on manuals and outlines. Effort should be made to gear such aids to the middle two-thirds of the group, or about 9th grade. Steps and tables are offered for grading reading material. Such assessment led to the conclusion that most current manuals and outlines "cluster around the 'difficult' level."—(R. Tyson).

1479. Hendrix, O. R. (U. Wyoming, Laramie.) *Predicting success in elementary accounting*. *J. appl. Psychol.*, 1953, 37, 75-77.—The American Institute of Accountants Orientation Test, the 1947 edition of the A.C.E. Psychological Examination, the O.S.U. Psychological test, and the Strong (accountant's scale) were administered to 95 freshman students at the University of Wyoming for whom accounting grades were available. Validity coefficients were, respectively, .32, .36, .37, and .26. Multiple correlations were computed which showed that for 1, 2, or 3 tests, the best combinations did not include the AIA Orientation test.—(H. W. Daniels).

1480. Hirsch, Richard S. *The effects of knowledge of test results on learning of meaningful material*. *USN Spec. Dev. Cent., Hum. Engng Rep.*, 1952, No. SDC 269-7-30, 27 p.—An experiment tested the value of knowledge of results with an instructional film in a "realistic training situation," with highly motivated subjects. Mere statement of correct answers helps, but statement of a fact in context is preferable. A second showing of the film is recommended.—(R. Tyson).

1481. Hobson, Henry E., & Schlenk, Donald M. *Reading improvement training*. *Train. Anal. Develpm. inform. Bull.*, 1953, 4, 39-45.—The individual who wishes to increase his reading efficiency is told the benefits he will derive and the habits he may have to overcome. Motor, auditory, and visual readers are identified. Materials are classified by difficulty as "deep," "associated," "skimming," and "general." Improvement techniques are described, as well as aids such as the ophthalmograph, tachistoscope, accelerator, films, and manuals.—(R. Tyson).

1482. Johnson, Loaz W. (Butte County Schs, Chico, Calif.) *Audio-visual materials and learning efficiency*. *Calif. J. educ. Res.*, 1953, 4, 87-91.

—Data collected on two high school social studies classes, with average IQ's of 86 and 87, showed the audio-visual group to be not superior to the non-audio-visual group, as reflected in the quality of essays written on the instructional materials used. Using two eighth-grade classes of "superior ability" and two eighth-grade classes of "low ability," no significant differences were found at either ability level between classes using quantities of audio-visual materials and those using none, as reflected in 56 teacher-made tests on the materials covered. "Audio-visual materials were used so extensively in this experiment that they had a tendency to dull the interest of the pupils in such materials."—(T. E. Newland).

1483. Lostrom, Walter D. *Training evaluation critiques*. *Train. Anal. Develpm. inform. Bull.*, 1953, 4, 22-24.—The need for and growth of the Training Analysis and Development Division's system of student critique is explained. Each student completes a critique form dealing with training, equipment, and living conditions. A compilation of all commentaries is assembled as a basis for conferences with supervisors and suggestions for improvement. Proper management of the system is outlined and its benefits are listed.—(R. Tyson).

1484. Mark, Yudel. (Jewish Education Committee of New York.) *Is there a one-bond method for teaching Hebrew?* *Jewish Educ.*, 1951, 22 (3), 31-36.—A critique of the article by Franzblau (see 28: 1475). The proposed "one bond method" fails "to take into consideration certain very simple elements connected with linguistics and the psychology of language."—(J. A. Fishman).

1485. Mercer, John. *The relationship of optical effects and film literacy to learning from instructional films*. *USN Spec. Dev. Cent., Hum. Engng Rep.*, 1952, No. SDC 269-7-34, 19 p.—A study of optical effects such as fades, dissolves and wipes to indicate time lapses and locality changes showed that they do not justify their cost in time and funds and are not used consistently. More specific devices such as titles and statements about transitions are preferable.—(R. Tyson).

1486. Miller, Delbert C., & Philbrick, Warren W. (U. Washington, Seattle.) *The measurement of group learning process by use of the interactional telemeter*. *Amer. sociol. Rev.*, 1953, 18, 184-191.—An electrical instrument similar to the Program Analyzer is described in terms of its application to classroom teaching. Students record their reaction to classroom performance on individual potentiometers, the voltages from which are summed and indicated as a total reading at the speaker's desk. The selection of a variable on which reactions are requested was guided by the principle that it should provide the leader with information of value in making immediate judgments of his success. Results of studies of temporal sequence of reaction curves, of session differences under the same teachers, and of session similarities and differences under different teachers are presented. When performances consisted of applications of theory to concrete problems, the "want" ratings were high.—(W. W. Charters, Jr.).

1487. Milton, Hilary H. *Let's improve our writing, not measure it*. *Train. Anal. Develpm. inform. Bull.*, 1953, 4, 13-17.—Expressing the view that use of scales and indexes for reading ease has done little more than reduce words per sentence and increase the

number of personal pronouns, the writer suggests other ways to write effectively. He explains proper use of topic sentences, smooth transitions, concrete and comprehensible words, and motion verbs. He advises against passive verb forms, emotional and editorial words, inversions, and parenthetical expressions.—(R. Tyson).

1488. Norberg, Kenneth. (Sacramento State Coll., Calif.) "Visual" and "verbal" paths to learning. *Teach. Coll. Rec.*, 1953, 54, 319-323.—Modern educational practice points to the increasing use of visual materials along with actual doing and participation. The proper interpretation and development of this modern trend is consistent with the view that the visual and verbal paths to meaning are complementary phases in the development of the meaningful situation—not alternative approaches.—(G. E. Bird).

1489. Pearson, V. L. Evaluating the readability of training literature. *Train. Anal. Developm. Inform. Bull.*, 1953, 4, 48-52.—Readability criteria can serve to improve training literature which may be difficult because it contains many long words and sentences or involved concepts. Studies of readability are reviewed and it is concluded that difficult words, affixes, prefixes, and sentence length are of central importance. A table is offered for classifying training literature as easy or hard to read.—(R. Tyson).

1490. Perlman, James S. (Moorhead (Minn.) State Teachers Coll.) An historical vs. contemporary problem solving use of the college physical science laboratory period for general education. *J. exper. Educ.*, 1953, 21, 251-257.—The author investigated the comparative values of an historical as against a contemporary problem solving use of the college physical science laboratory period for general education. 87 students were divided into five groups, two historical, two contemporary, and one demonstration. Outcomes were compared on (1) a test of scientific thinking compiled by the author, (2) a "practical" or performance test based on 14 actual problem situations for evaluation of openminded, systematic and critical thinking, and (3) outside criterion tests on science subject matter.—(E. F. Gardner).

1491. Preston, Ralph. (U. Pennsylvania, Philadelphia.) Comparison of word-recognition skill in German and in American children. *Elem. Sch. J.*, 1953, 53, 443-446.—Based on observations in 12 classrooms in Hamburg and Munich, the author discusses the differences in word-recognition skill in American and German children. He states that "three practices characterize a substantial number of German schools: (1) generous time allotment to oral reading in Grades I-VIII, (2) virtual absence of non-promotion in Grade I, and (3) assignment of a teacher to a given class for a sequence of years."—(S. M. Amatora).

1492. Reynolds, Maynard Clinton. (U. Minnesota, Minneapolis.) A study of the relationships between auditory characteristics and specific silent reading abilities. *J. educ. Res.*, 1953, 46, 439-449.—Relationships between mental age and 8 measured auditory characteristics as independent variables and 5 measures of reading ability as dependent variables were studied in 4th grade pupils. Zero-order correlations between the variables, and first-order partial correlations between reading abilities and auditory

characteristics with mental age partialled out were calculated. Finally all independent variables were entered simultaneously in multiple regression equations to predict reading measures. The multiple correlation coefficient was usually not significantly larger than the zero-order coefficient provided by mental age alone.—(M. Murphy).

1493. Schubert, Delwyn G. (3100 Fernwood Ave., Los Angeles, Calif.) A comparative study of retarded and unselected college readers with respect to certain study habits, attitudes, and personality traits. *J. educ. Res.*, 1953, 46, 471-474.—A questionnaire of 36 items was given to a group of unselected college students and to a group enrolled in a College Reading Clinic. On 17 of the items covering both study habits and personality traits differences significant at the 5% level were found.—(M. Murphy).

1494. Silence, Mary Jane. (Milwaukee (Wis.) Inst. Technology.) Students can become more effective readers. *Amer. J. Nurs.*, 1953, 53, 318-319.—Reading efficiency was increased for 92 student nurses who took the course. Average increase was 41%. The method involves (1) questioning themselves as to what they expect to learn, (2) reading carefully, (3) reviewing what the author has said and remembering accurately all important details, and (4) reciting—or jotting down brief notes on the important details. The average reading speed of students who had perfect scores on the comprehension tests increased from 286 words per minute at the beginning of the semester to 996 words per minute at the end of the semester.—(S. M. Amatora).

1495. Stein, J. J. The effect of a pre-film test on learning from an educational sound motion picture. *USN Spec. Dev. Cent., Hum. Engng Rep.*, 1952, No. SDC 269-7-35, 15 p.—It was demonstrated that a test before a training film facilitates learning more than two showings of the film. For optimum effectiveness the pre-film test content "should be identical with what is to be learned."—(R. Tyson).

1496. Tilton, J. W. (Yale U., New Haven, Conn.) The intercorrelations between measures of school learning. *J. Psychol.*, 1953, 35, 169-179.—This study was on the broad problem of generality of scholastic ability. Patterns of intercorrelations and factor analysis show that progress of 4th and 5th grade pupils correlated with earlier school performance, except for lower agreement in the three areas of reading, science, and fundamental arithmetic operations. The author summarizes: "Less generality at an upper level is not inconsistent with the idea of a general ability to learn, for a general ability is not inconsistent with an increasing specialization."—(R. W. Husband).

1497. Tinker, Miles A. (U. Minnesota, Minneapolis.) Effect of vibration upon speed of perception while reading six point print. *J. educ. Res.*, 1953, 46, 459-464.—Compared with ten point type six point type was read 8.5% slower, and when vibrating 1/16 inch, 5 cycles per second, 11% slower. Six point italic when vibrating was read 14% slower than ten point type. The effects of non-optimal conditions are cumulative in reducing speed of perception in reading.—(M. Murphy).

1498. Vandenberg, Ethyl. (Eastern Washington Coll. Educ., Cheney.) Readiness for language arts begins in the kindergarten. *Elem. Sch. J.*, 1953, 53,

447-453.—The kindergarten teacher should evaluate her program in terms of its effect upon the children. It should provide wide experiences, but the child must be made aware of them and regard them objectively. These experiences must be used to enlarge and extend concepts. Thus are oral-language facility and auditory and visual discrimination developed.—(S. M. Amatora).

1499. VanderMeer, A. W., & Cogswell, John. **Instructional effect of the film "How to operate the Army 16mm sound projector set."** *USN Spec. Dev. Cent., Hum. Engng Rep.*, 1952, No. SDC 269-7-29, 26 p.—Successful teaching of simple skills by film suggested study of that method applied to a more complex act, namely operation of a JAN projector. Trainees improved considerably after viewing the film. Acquaintance with the actual task resulted in more learning and was preferable to reading about it. It is concluded that training films can be tested by stages in actual training situations and modified, if necessary, before release.—(R. Tyson).

1500. Weigand, George. (U. Maryland, College Park.) **Goal aspiration and academic success.** *Personnel Guid. J.*, 1953, 31, 458-461.—Two groups of students, admitted to college on probation because they lacked high school certification, are compared. One group has made grades high enough to be removed from probation, and the other has not. It is concluded that goal orientation (definiteness of vocational choice) and goal involvement (the student's personal interest in the goal) were powerful motivating forces which helped to determine the success or failure of the student.—(G. S. Speer).

1501. Wickens, Delos D. (Ohio State U., Columbus.), Stone, G. Raymond, & Highland, Richard W. **A study of the retention of electronics fundamentals during basic radar mechanic training.** *USAF Hum. Resour. Res. Cent., Res. Bull.*, 1952, No. 52-36, vi, 31 p.—This study measured how rapidly information learned in an electronics fundamentals course was forgotten. Although forgetting does occur, the amount of forgetting over a two-month period (the longest tested) is small enough to justify training of this sort.—(A. Chapanis).

1502. Willard, Charles B. (Southern Illinois U., Carbondale.) **The effectiveness of formal spelling instruction in high school.** *Calif. J. educ. Res.*, 1953, 4, 14-18.—Two sophomore classes, 19 pupils each and matched on the basis of same I.Q., both of which had had prior formal spelling instruction but one of which "considered [it] a waste of time," were studied over a 12-week period. The formal spelling instruction resulted in (1) an 18% improvement in the ability to spell specified words, (2) a 25% greater ability to retain the spelling of difficult words, and (3) no development of "an ability to spell new difficult words without learning."—(T. E. Newland).

1503. Wispé, Lauren G. (Ohio State U., Columbus.) **Teaching methods research.** *Amer. Psychologist*, 1953, 8, 147-149.—The historical background of the student-centered vs. instructor-centered college teaching controversy is discussed. A research model is given wherein the student's emotional-intellectual needs can be considered as the independent variable, the teaching techniques can be considered as the intervening variable, and the student's performance on a related test can be the de-

pendent variable. Studies cited show that "the best teaching method for some students is not the best teaching method for all students." 15 references.—(R. Mathias).

1504. Woods, Walter A. (Richmond (Va.) Professional Inst.) **Influence of ink color on handwriting of normal and psychiatric groups.** *J. appl. Psychol.*, 1953, 37, 126-128.—A standard sentence was written by a group of 66 psychiatric hospital patients and a group of 66 college students in red, green, and black inks. The order of colors was systematically varied. Analysis of variance showed all sources to be of such magnitude as expected by chance except differences between normal (college students) and abnormal, which were significant at the 5% level. The author concludes that size of handwriting is therefore not influenced by color of ink, and that popular concepts of the influence of color on motor performance should be revised.—(H. W. Daniels).

Interests, Attitudes & Habits

1505. Berdie, Ralph F. (U. Minnesota, Minneapolis.) **Why don't they go to college?** *Personnel Guid. J.*, 1953, 31, 352-356.—Detailed data are present for 2,121 students who returned two questionnaires, the first dealing with plans for post high school graduation, and the second, a year later, with what they had actually done following graduation. It is concluded that the forces which tend to direct a person toward college, and the strength of these forces, determine the certainty of his plan and his eagerness to go to college. The forces come primarily from his home and family, and secondarily from his age peers, his teachers, and other individuals or agencies within the community.—(G. S. Speer).

1506. Crist, John R. (Denison U., Granville, Ohio.) **High school dating as a behavior system.** *Marriage Fam. Living*, 1953, 15, 23-28.—A report of the methods followed in the study, some of the findings, and suggestions for further research. "Students' relationships with the opposite sex were not isolated, independent actions... Dating in early stages was engaged in primarily because the group expected it, not because of any particular interest... in dating as such.... The dating behavior... was found to be largely determined by the family but approved by the age-mates. Many students were initiated into dating activity through a desire to become acceptable members of the group."—(M. M. Gillet).

1507. Downie, N. M. (Purdue U., Lafayette, Ind.) **A comparison between children who have moved from school to school with those who have been in continuous residence on various factors of adjustment.** *J. educ. Psychol.*, 1953, 44, 50-53.—A study of some 450 children in the fifth to eighth grades showed that the number of schools these pupils had attended is unrelated to Otis' mental ability scores, but may have a somewhat complex relationship to their social acceptance scores.—(E. B. Mallory).

1508. Foshay, Arthur W. (Ohio State U., Columbus.), & Green, John Hawkes. **The development of social processes.** *Rev. educ. Res.*, 1953, 23, 146-150.—Nearly all the recent studies of socialization in the classroom, 33 of which are summed up in this

article, agree that the most important single factor in the socialization of the child at school is the group climate in the classroom and that the teacher is the main agent in setting up this climate. Although the field is about a generation old, the status of research is not yet fully established. There are signs that research in socialization will prove very productive.—(W. W. Brickman).

1509. Gilliland, A. R. (Northwestern U., Evanston, Ill.) **Changes in religious beliefs of college students.** *J. soc. Psychol.*, 1953, 37, 113-116.—Administration of the Thurstone Reality of God, Influence on Conduct, and Attitude Toward The Church scales in 1933 and thereafter to selected students at Northwestern University shows that "there has been a regular change to a more favorable attitude both toward God and the Church during the last 12 years."—(J. C. Franklin).

1510. Hodges, Harold M., Jr. (U. Southern California, Los Angeles.) **Campus leaders and non-leaders.** *Sociol. soc. Res.*, 1953, 37, 251-255.—4 relatively objective criteria were used in selecting 100 leaders, 75 seniors and 25 juniors. These were matched by 100 nonleaders from the same fraternal campus organizations. A 40-item questionnaire plus some other forms were used. Statistical analysis was made. A detailed summary under 10 topics is given.—(S. M. Amatora).

1511. Horton, R. E., Mainer, R. E., & Remmers, H. H. (Purdue U., Lafayette, Ind.) **Candidates and issues of the 1952 election as seen six months later.** *Purdue Opin. Panel*, 1953, 12 (3), 6; 23a p.—This is a mimeographed report of analyzed replies of 3,000 high school pupils representative of the various regions of the U.S. The 59 items are analyzed by sex, grade, community, region, political party, mother's education and income.—(S. M. Amatora).

1512. McCraw, L. W., & Tolbert, J. W. (U. Texas, Austin.) **Sociometric status and athletic ability of junior high school boys.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1953, 24, 72-80.—An investigation of the relationship between sociometric status and general athletic ability among a group of 438 junior high school boys. The author concludes that (1) a substantial relationship exists among criteria of general athletic ability; (2) sociometric status and athletic ability are moderately closely related; (3) no apparent relationship is demonstrable between sociometric status and mental maturity. In addition, it appears that athletic ability and participation in interschool and/or intramural athletics play an important part in making the student best liked by his peers.—(M. A. Seidenfeld).

1513. Mueller, Kate Hevner. (Indiana U., Bloomington.) **Can cheating be killed?** *Personnel Guid. J.*, 1953, 31, 465-468.—A student project, carried out over a period of years, has attempted to determine the factors which affect cheating, and to reduce the incidence. Although no measurement has been attempted, it is felt that ethical standards have been strengthened.—(G. S. Spear).

1514. Nowell, Ann. (Monterey (Calif.) City Schs.) **Peer status as related to measures of personality.** *Calif. J. educ. Res.*, 1953, 4, 37-41.—Sociometric, psychometric and projective devices were applied to 18 girls and 12 boys in a fifth grade public school class. Chronological ages ranged from 9-5 to 12-3;

group test IQ's, from 79-126; socio-economic status was judged to be "moderate." Peer status was found to be unrelated to the results of tests and inventories of personality, to "adjustment" or "mal-adjustment," to general intelligence, to reading achievement, and to socio-economic background.—(T. E. Newland).

1515. Prothro, E. Terry, & Melikian, Levon H. (American U., Beirut, Lebanon.) **Social attitudes of university students in the Near East.** *Egypt. J. Psychol.*, 1953, 8, 291-298.—232 students at the American University of Beirut filled out social distances scales which elicited opinions about various national groups. Examination of the responses indicated that religion was an important determiner of attitudes. The rankings of the Christian subjects resembled the rankings of American subjects more than they did the rankings of their Moslem classmates. Other factors which seemed to be revealed in the rankings were: preference for Near Eastern countries, preference for nationals of countries with foreign policies favorable to the Near East, and rejection of persons from economically and technologically backward countries. It was suggested that ignorance and lack of understanding are not the only factors which cause hostility among members of national groups. (Also in Arabic.)—(L. H. Melikian).

1516. Schneider, Louis, & Lysgaard, Sverre. (Purdue U., Lafayette, Ind.) **The deferred gratification pattern: a preliminary study.** *Amer. sociol. Rev.*, 1953, 18, 142-149.—Deferred gratification of impulses and satisfactions, the authors contend, falls into a pattern characteristic of the middle class. This preliminary study comprised a U. S. sample of high school students classified according to social class who responded to 28 poll questions related to deferred gratification. Included were questions relating to prevalence of physical violence, educational goals, spending habits and preferences, prolonged dependence upon parents, and being well-mannered and obedient. The authors conclude that the results support the hypothesis that a class-related pattern of delayed gratification exists, particularly when the self-identification index of class is used.—(W. W. Charters, Jr.).

1517. Sutherland, Robert L. (Chm., et al. Students and staff in a social context. *Amer. Counc. Educ. Stud.*, 1953, 17 (18), (Ser. VI), iv, 34 p.—It may be asked in the light of the difficulty of creating democracy on the campus, is it worth the effort? Can it be done? Since we seem to be getting along moderately well anyway, why go to the trouble? Do students really want it, and can it work if we try it? There is a simple and direct answer to this reaction. Such programs are more truly educational in the sense that they give realistic learning opportunities to students. If we cannot make democracy work in an atmosphere in which there is the most conscious intellectual and emotional acceptance of its tenets, then for all practical purposes democracy does not exist.—(G. C. Carter).

1518. Tohy, Jackson. (Rutgers U., New Brunswick, N.J.) **Universalistic and particularistic factors in role assignment.** *Amer. sociol. Rev.*, 1953, 18, 134-141.—"In assigning one another to the role of best student, senior boys and girls in a suburban high school tend to overvalue the academic prowess of co-religionists. The data collected in this study suggest that these misperceptions stem from a conflict

in assignment criteria. One criterion, the universalistic one, is academic performance. The less ambiguous the scholastic competence of the individual, the more likely he will be considered a best student by Jews and Christians alike. The other criterion is particularistic loyalties, and one such loyalty polarizes itself along religious lines. The more ethnocentric the chooser, the more likely he will pass over a better student from the religious out-group in order to choose one from his religious in-group."—(W. W. Charters, Jr.).

1519. Veroff, Joseph; Wilcox, Sue, & Atkinson, John W. (U. Michigan, Ann Arbor.) **The achievement motive in high school and college age women.** *J. abnorm. soc. Psychol.*, 1953, 48, 108-119.—"The experimental procedure for producing an increase in achievement motivation and a measurable difference in the mean Achievement score obtained from thematic apperception stories in male college students is shown to produce an increase in the mean Achievement score of younger high school age male Ss.... The same experimental procedure does not produce an increase in the mean Achievement score of female high school students."—(L. N. Solomon).

1520. Waters, E. W. **Problems of rural Negro high school seniors on the Eastern shore of Maryland: a consideration for guidance.** *J. Negro Educ.*, 1953, 22, 115-125.—The Bender Problem Check List Form for Rural Youth was administered to 288 Negro senior high school students attending nine schools on Maryland's Eastern Shore. Problems selected in order of rank were educational, personal, physical, vocational, and economic. Boys had more problems than girls. Intelligence was not significantly related to the number of problems checked, nor was reading ability a factor. Confusion and dissatisfaction are indicated for many of these pupils. This could be met by increased school and community services.—(A. Burton).

Special Education

1521. Bryan, Dorothy. (Ed.) **Educating partially seeing children in the public schools.** *Except. Child.*, 1953, 19, 269-272; 288.—Summary statements, of the 1952 Omaha ICEC workshop on this problem, are made on (1) changes in the enrollment figures, with possible causes, (2) varying types of class patterns, including high school programs and the possibility of combining two or more types of exceptionality in a single special class, (3) teacher education, and (4) supervisory problems.—(T. E. Newland).

1522. Coleman, James C. (U. California, Los Angeles.) **Results of a "total-push" approach to remedial education.** *Elem. Sch. J.*, 1953, 53, 454-458.—With 10 boys and 10 girls of ages 8 to 16, an integrated bio-psycho-socio approach was used in a six-week remedial education program. Findings included favorable personality changes and improvement in achievement-test scores approximately five times greater than could have been expected in regular school periods.—(S. M. Amatora).

1523. Dennison, Amie L. **Partially-seeing children aren't so different.** *Optom. Wkly.*, 1953, 44, 653-657.—Classroom attitudes can aid the partially-seeing children; common visual handicaps are reviewed.—(D. Shaad).

1524. Lacock, Grace. **Visual aids in primary grades for retarded children.** *Except. Child.*, 1953, 19, 264-268.—Visual aids can be of particular value not only in building up a richer reading readiness background but also in providing therapeutic opportunities. Types and sources of commercial aids are described; suggestions are made concerning teacher-produced and teacher-pupil-produced aids.—(T. E. Newland).

1525. Loomis, Grace I. **A survey of literature and research concerning the education of the gifted child.** *Curriculum Bull., Univ. Oregon, Sch. Educ.*, 1951, No. 97, 34 p.—This paper discusses characteristics of the intellectually superior elementary school child, reviews the history of attitudes toward giftedness which have been held by educators and others, and examines special programs which have been developed for children of exceptional ability in the school systems of Cleveland, Los Angeles, New York, Detroit, and other cities. Problems involving special classes, acceleration, and enrichment are considered. 56-item bibliography.—(A. E. Kuenzli).

1526. Nelson, Mary S., & Stevens, Godfrey D. (Cincinnati (O.) Public Schs.) **Preschool services for visually handicapped children.** *Except. Child.*, 1953, 19, 211-213.—The board of education and the local Association for the Blind cooperatively operate a nursery school program (in which one half of the children are sighted), a home counseling service (for which the teacher uses one half of her time), and a parent activity program for fund raising, location of children, and promotion. One year's operation has sharpened sensitivity to such problems as transportation, housing, shortage of trained personnel, and the adequacy of the case work evolving from the visitation aspect of the program.—(T. E. Newland).

1527. Rothstein, Jerome H. **California's program for the severely retarded child.** *Except. Child.*, 1953, 19, 171-173; 204.—California's year-old public school program for the sub-special class mental retardate is described, giving the criteria for eligibility, objectives, class size, and basis and rate of reimbursement. Some 30 such classes have been established, enrolling some 300 children. Approximately 5000 California children are believed to be in need of such a program.—(T. E. Newland).

1528. Slutzky, Jacob E., Justman, Joseph, & Wrightstone, J. Wayne. (Bd Educ., New York.) **Screening children for placement in special classes for the mentally retarded: a preliminary report.** *Amer. J. ment. Def.*, 1953, 57, 687-690.—A short form of the Stanford-Binet Form L consisting of the following items: VI, 3; VII, 3; VII, 5; VIII, 1; and VIII, 6 seems to offer good possibilities, the authors say, as a relatively quick device for use in making the selection of candidates for special classes more efficient, subject to more extensive validation. The indications are that pupils of age range 8-0 to 10-0 who fail to pass at least 3 of the 5 items, may be looked upon as potential candidates for classes for the mentally retarded.—(V. M. Staudt).

1529. Strother, Charles R. (U. Washington, Seattle.) **Realistic educational goals for the cerebral palsied child.** *Crippled Child*, 1953, 30 (6), 4-7.—Diagnostic procedures must be improved to provide more adequate understanding of the special abilities and disabilities of the cerebral palsied child. Educational programs should be adapted to the level of

ability and to the pattern of ability. Educational goals which are set will then be realistic and attainable.—(G. S. Speer).

1530. **Weiner, Bluma B.** (Wayne County Training School, Northville, Mich.) **Play and recreation activities of young mentally retarded boys in a residential pre-academic program.** *Amer. J. ment. Def.*, 1953, 57, 594-600.—The play and recreation program for a pre-academic group of mentally retarded boys is presented. It has contributed, the author says, specifically to the goal of socialization.—(V. M. Staudt).

1531. **Witty, Paul.** (Northwestern U., Evanston, Ill.) **What is special about special education? The gifted child.** *Except. Child.*, 1953, 19, 255-259.—It is suggested that the gifted child be regarded as any child "whose performance, in a potentially valuable line of human activity, is consistently remarkable." The gifted child requires a curriculum that is "adapted to his extremely rapid rate of learning," that provides "diversified experience to suit his many-sided interests and to produce well-rounded development," and that will "enable him gradually to attain social maturity."—(T. E. Newland).

1532. **Wortis, Helen Z.** **Social work in a special education program for cerebral palsied children.** *Crippled Child*, 1953, 30 (6), 18-21.—This paper discusses the work of a social worker in helping parents to adjust emotionally to the problems presented by their cerebral palsied children.—(G. S. Speer).

(See also abstracts 1181, 1442)

Educational Guidance

1533. **Arbuckle, Dugald S.** (Boston U., Mass.) **Can English teachers be counselors?** *Engl. J.*, 1953, 42, 192-193.—After making clear his definition of terms, the author gives 4 reasons for answering the question in the affirmative. He then gives 5 reasons why an English teacher should be a counselor.—(S. M. Amatora).

1534. **Blum, Lawrence P., Sullivan, Ben A., & O'Dea, J. David.** (U. Wisconsin, Milwaukee.) **Identifying problems of adults in evening schools.** *Personnel Guid. J.*, 1953, 31, 376-379.—A study of the problems presented by evening students and day students indicates that evening students have fewer problems, but that the ones they have tend to be related to their increased maturity. It is concluded that the same counseling techniques are applicable to both groups, but that the tools and aides used may differ.—(G. S. Speer).

1535. **Carter, Edward M., & Hoppock, Robert.** (Bloomfield (N. J.) Coll.) **College courses in careers—1952.** *Personnel Guid. J.*, 1953, 31, 315-318.—A survey of courses in occupations offered in colleges and universities indicates that these have received less publicity than the development of Veterans Administration testing centers. The courses are not subsidized, but they have developed from the recognition that the wise choice of a career requires both a knowledge of oneself and a knowledge of opportunities for employment. The courses offered in 15 colleges are briefly described.—(G. S. Speer).

1536. **Coleman, William.** (U. Tennessee, Knoxville.) **Coordinating specialized student personnel**

services on the campus. *Personnel Guid. J.*, 1953, 31, 524-526.—Several methods are suggested for achieving closer liaison among the various specialized personnel services that exist on most campuses.—(G. S. Speer).

1537. **Cottingham, Harold F.** (Florida State Coll., Tallahassee.) **The guidance function in the elementary school.** *Personnel Guid. J.*, 1953, 31, 453-454.—Guidance in the elementary school is a point of view, a process, and a service. Each of these aspects is briefly discussed.—(G. S. Speer).

1538. **Fallor, Clarence W., & Williams, H. Edgar.** (U. Colorado, Boulder.) **Carrying guidance training out to Colorado schools.** *Personnel Guid. J.*, 1953, 31, 380-383.—A brief description is presented of the counselor training programs conducted in 22 schools by 4 counselor trainers.—(G. S. Speer).

1539. **Ferguson, Eva Dreikurs.** **Family counseling in a nursery school.** *Indiv. Psychol. Bull.*, 1951, 9, 167-169.—This is part of the annual report of the social worker in an Australian government nursery school. Some observations are briefly presented.—(A. R. Howard).

1540. **Goodrich, Thomas A.** (Michigan State Coll., E. Lansing.) **Gains in self-understanding through pre-college clinics.** *Personnel Guid. J.*, 1953, 31, 433-438.—The activities of the pre-college counseling clinics at Michigan State for the last four years are reviewed. Students who have been enrolled in these clinics have made better grades than non-clinic freshmen, and have in general made a better adjustment to the college life.—(G. S. Speer).

1541. **Gregory, W. Edgar.** (Coll. of the Pacific, Stockton, Calif.) **Personality assessment in the college program.** *Calif. J. educ. Res.*, 1953, 4, 10-13.—A description of the use of personality and interest inventories, aptitude tests, projective devices and voluntary interviews both as course material for an undergraduate mental hygiene course and for a graduate workshop in personality assessment and as a basis for counseling students requesting such service.—(T. E. Newland).

1542. **Guthrie, George M., & O'Neill, Harry W.** (Pennsylvania State Coll., State College.) **Effects of dormitory counseling on academic achievement.** *Personnel Guid. J.*, 1953, 31, 307-309.—123 second semester freshmen were divided into 3 groups, of which one was systematically counseled, one was interviewed for the same amount of time but not counseled, and one was offered no attention. It is concluded that in this situation the activity of the counselor had no effect on the academic achievement of the student. It is felt that the desire for help is essential before counseling can become effective.—(G. S. Speer).

1543. **Harper, Miriam Cohen, & Schwartzman, Cecile.** (Conn. Bur. Mental Hyg., Hartford.) **Case-work counseling service in a nursery school.** *Child Welfare*, 1953, 32 (5), 6-9.—This article points up the way that one agency was able to use the nursery school in casework. The school must recognize the need for casework, and the staff must cooperate. Brief summary is given.—(S. M. Amatora).

1544. **Hughell, Wilma, & Lance, Gerald G.** (Union High Sch., Huntington Beach, Calif.) **Student-parent-counselor conferences.** *Personnel Guid. J.*, 1953, 31, 509-512.—Counseling conferences at which the parent and student were present appear to

have been generally helpful to all 3 of the participants.—(G. S. Speer).

1545. Landy, Edward. (Newton (Mass.) Public Schs.) **Counselor training through practice.** *Personnel Guid. J.*, 1953, 31, 311-314.—This paper describes the Harvard program in counselor training which, in cooperation with the Newton Public Schools, provides opportunity for real case work under careful supervision.—(G. S. Speer).

1546. Larson, Cedric. (V.A., New York.) **Guidance is central in Sweden's new school plan.** *Personnel Guid. J.*, 1953, 31, 532-535.—The role of vocational guidance in the school system has been greatly expanded by the Swedish School Reform Act. The bill is briefly described.—(G. S. Speer).

1547. Patterson, Russell L., & Fotiu, Peter G. **The effectiveness of guidance center counseling.** *J. educ. Res.*, 1953, 46, 359-363.—Follow-up studies of Veterans Institute and Junior College students were made from 6 to 22 months after advisement. Of the group studied 67% followed the recommendations of advisement, 33% did not. Of those who followed the recommendations in college and terminal institutions 71% received satisfactory grades, 29% did not. Of those who did not follow the recommendations 39% received satisfactory grades, 61% did not.—(M. Murphy).

1548. Redemsky, Louis W. (Michigan State Coll., E. Lansing.) **How can college instructors assist in the college guidance program?** *Educ. Admin. Superv.*, 1953, 39, 45-50.—The college instructor's relationship to the student personnel program should be recognized by administrators that he be given adequate time to student guidance. Three points are expanded: (1) the guidance function; (2) aspect of the college guidance program; (3) instructor's role in the guidance program.—(S. M. Amatora).

1549. Rhulman, Jessie (Chm.), et al. **Personnel principles in the chapter house.** *Amer. Counc. Educ. Stud.*, 1953, 17 (17), (Ser. VI), v, 40 p.—The role of the head resident; college and university today; principles and practices in student personnel as they affect the head resident; personnel agencies; social climate within a living group; problems of management; relation to advisers; relation to the university; the relation of the head resident to the individual and to groups; and prospects and needs for the future are discussed. More than ever young men and women need their living groups as a springboard for initiative in leadership and for respect of other leadership that will serve them, not just for college days, but the rest of their lives.—(G. C. Carter).

1550. Robinson, Francis P. (Ohio State U., Columbus.) **Guidance for all: in principle and in practice.** *Personnel Guid. J.*, 1953, 31, 500-504.—A total of 428 students, which includes many experienced counselors and teachers, have indicated the counseling procedure they believe should be followed in handling 14 student cases. It is concluded that too many counselors are too engrossed in counseling as a method and with riding herd on the laggards. The types of situations where counseling can be most effective, the value of non-conference approaches, and the need for attention to the superior student are discussed.—(G. S. Speer).

1551. Serene, Michael F. (Ambridge (Pa.) High Sch.) **An experiment in motivational counseling.** *Personnel Guid. J.*, 1953, 31, 319-324.—This paper

reports a study to determine whether a program of appropriate counseling could bring about a closer relationship between ability and achievement. A group of 124 underachievers in a senior high school were counseled over a period of a year, given information on how to study, and were challenged to measure up to their own capacity. At the end of the year the correlation between potential and actual grades had increased from .56 to .76 for the experimental group, although the correlations for two control groups had not changed appreciably.—(G. S. Speer).

(See also abstract 901)

Educational Measurement

1552. Bonnardel, R. **Étude des "aptitudes" scolaire dans l'enseignement secondaire au niveau de la seconde et de la troisième.** (Study of student aptitudes in secondary school at the second and third year levels.) *J. Psychol. norm. path.*, 1953, 46, 62-86.—A Thurstonian factor analysis study of the relationships among the grades for various subjects received by 410 students in the 2nd and 3rd grades of a Parisian Lycee. Three independent factors were discovered: aptitudes in French, science, and ancient languages.—(G. Elias).

1553. Carter, Harold D. (U. California, Berkeley.) **Cross-validation of a study methods test.** *Calif. J. educ. Res.*, 1953, 4, 32-36.—The author's Study Methods Test, was administered in 1951 to 130 educational psychology students and to 129 seniors in a California college preparatory high school. In the first instance, correlations with ACE total scores and mid-term test scores were .38 and .40 respectively. In the second instance, the correlation with the senior year grade point average was .60. The possible distorting effects of limited socioeconomic, educational, and intellectual levels are suggested.—(T. E. Newland).

1554. Christensen, Clifford M. (U. Illinois, Urbana.) **Multivariate statistical analysis of differences between pre-professional groups of college students.** *J. exper. Educ.*, 1953, 21, 221-232.—The investigation is concerned with the use of multivariate statistical tools in analyzing differences between 5 groups of college students following pre-professional curricula with respect to four commonly used measures of college aptitude. D^2 , the Generalized Distance Statistic of Mahalanobis and Rao, was used to compare all the possible combinations of pairs of groups on the four variables. Rao's procedure was used to obtain canonical variates and to set up linear discriminant functions for classifying individuals. A second sample was used for the purposes of cross-validation.—(E. F. Gardner).

1555. Cowles, John T., & Hubbard, John P. **A comparative study of essay and objective examinations for medical students.** *J. med. Educ.*, 1952, 27 (3, Part 2), 14-17.—The National Board of Medical Examiners and Educational Testing Service developed objective examinations in the fields of pharmacology and internal medicine. Performance on these tests was compared to performance on essay tests in the same fields. For both fields, the objective test correlated significantly higher with medical school ratings than did the essay test. It is concluded that the objective examination appears to be more reliable and more valid than the essay

examination. An additional advantage of the objective examination is that statistical analysis leading to improved revisions is readily possible.—(S. Counts).

1556. **Dailey, John T.** (Dept. of the Navy, Washington, D. C.) **Development and applications of tests of educational achievement outside the schools.** *Rev. educ. Res.*, 1953, 23, 102-109.—The 39 studies reviewed in this article, covering the years 1949-52, are divided under the following headings: Graduate Record Examination, General Educational Development, National Teacher Examinations, the College Board and the Educational Testing Service, validation studies in government and industry, factor analyses of achievement and proficiency tests, methodology for proficiency test development and evaluation, and achievement tests for professional fields.—(W. W. Brickman).

1557. **Davis, Frederick B.** (Hunter Coll., New York.) **Testing and the use of testing results.** *Rev. educ. Res.*, 1953, 23, 5-10.—Reviews 64 references on tests and their uses for the period 1949-52. These deal, for the most part, with school testing programs, the interpretation of test scores, current evaluation practices and programs, and textbooks on educational and psychological measurement (except statistics).—(W. W. Brickman).

1558. **DeRidder, Lawrence M.** (U. Illinois, Chicago.) **Relation between gross scores on the A.C.E. and academic success.** *J. educ. Res.*, 1953, 46, 353-358.—Graduates of the College of Literature, Science, and the Arts, University of Michigan, who had incurred academic probation during their college careers were compared with an equal number, who had not been on probation, randomly chosen according to sex. Differences between the mean A.C.E. scores of the 2 groups were significant for both sexes at the 1% level. Disparity between mean scores was greater for men than women. The 2 groups, however, overlapped considerably.—(M. Murphy).

1559. **Dyer, Henry S.** **Does coaching help?** *Coll. Bd Rev.*, 1953, No. 19, 331-335.—Two schools agreed to give the SAT to all of their seniors in September 1951 and to have all of them repeat the test at the regular session in March 1952. In the meantime, School X was to subject its boys to a series of special exercises designed to improve their SAT scores and School Y was to refrain from any such endeavor. The results suggested that coaching of able students in the senior year of a good secondary school is not likely to improve the SAT-Verbal score by any useful amount, but will be of some advantage in raising the SAT-Mathematical score only if the students happen not to be enrolled in regular mathematics courses.—(G. C. Carter).

1560. **Frandsen, Arden N., & Sessions, Alwyn D.** (Utah State Agric. College, Logan.) **Interests and school achievement.** *Educ. psychol. Measmt.*, 1953, 13, 94-101.—In determining the correlation of interest inventory scores with achievement, rank-difference correlations were computed for each subject between his rank-order of achievement and each of his rank-orders of interest, and also between the two rank-ordered measures of interest. This procedure was followed to control the otherwise masking influence on the interest-achievement relationship of individual differences in aptitude. Students' direct rating of interests yielded a higher Rho, .51, than

measured interests with grades. "Extrinsic" motives seemed to contribute as much as interest patterns to achievement.—(W. Coleman).

1561. **Freeman, W. F.** (Craig AF Base, Ala.) **Tips on construction and use of questionnaires.** *Train. Anal. Developm. Inform. Bull.*, 1952, 3 (4), 33-37.—The fact that personal evaluation of all AF training programs is impractical leads to considerable reliance on questionnaires. Practical advice on questionnaire techniques is given in a compact outline covering criticisms, types, preparation, testing, use, expected returns, length, and evaluation. 10 references.—(R. Tyson).

1562. **Gardner, Eric F.** (Syracuse U., N. Y.) **Development and applications of tests of educational achievement in schools and colleges.** *Rev. educ. Res.*, 1953, 23, 85-101.—The literature on tests of educational achievement appearing between 1949 and 1952 is chiefly concerned with special problems in achievement testing, technical problems in test development, achievement tests in the evaluation of school methods and policies, predictive studies involving achievement tests, the relation of motivational and personality factors to achievement, new tests and test evaluation, and trends and future growth in the development of educational tests. 116-item bibliography.—(W. W. Brickman).

1563. **Gough, Harrison G.** (U. California, Berkeley.) **What determines the academic achievement of high school students?** *J. educ. Res.*, 1953, 46, 321-331.—An achievement scale consisting of 64 items to be marked true or false was constructed. When cross-validated with a sample of 234 high school seniors the scale correlated .44 with grade average, and .26 with IQ. The IQ itself correlated .47 with grades and the multiple correlation of the achievement scale and IQ with grade average was .62.—(M. Murphy).

1564. **Halsey, A. H., & Gardner, L.** (U. Liverpool, Eng.) **Selection for secondary education and achievement in four grammar schools.** *Brit. J. Sociol.*, 1953, 4, 60-75.—The manner in which social class status affects the achievement and interest in British secondary schools is shown from a study of 700 London school boys, 13-14 years of age. Class differences are demonstrated in intentions to remain in school, performance in school subjects, personality traits associated with academic success (rated by teachers), interest and concern with schooling, participation in extra-curricular activities, and parental interest in schooling. In addition, the authors show that despite the radical changes introduced by the Education Act of 1944 intended to provide "secondary education for all," the chances for attending a Grammar School still increase with social level.—(W. W. Charters, Jr.).

1565. **Jex, Frank B., & Sorenson, A. Garth.** (U. Utah, Salt Lake City.) **G. A. T. B. scores as predictors of college grades.** *Personnel Guid. J.*, 1953, 31, 295-297.—G. A. T. B. subtest reliabilities, based on retests of 119 college freshmen, ranged from .70 to .88. The correlations between GATB scores and first quarter grades ranged from .15 to .43.—(G. S. Speer).

1566. **Johnson, A. Pemberton.** (E. T. S., Princeton, N. J.) **Counseling engineering freshmen.** *Educ. psychol. Measmt.*, 1953, 13, 133-144.—Describes the student personnel program at Purdue and the pre-

dictive value of tests used in testing engineering freshmen. The Purdue Mathematics Placement and Physical Science tests were the best predictors with high school average next. All yielded r 's around .60. Other information that is used is also described. —(W. Coleman).

1567. Justman, Joseph, & Wrightstone, J. Wayne. (Ed Educ., New York.) **A comparison of pupil functioning on the Pintner Intermediate Test and Henmon-Nelson Test of Mental Ability.** *Educ. psychol. Measmt*, 1953, 13, 102-109.—1698 8th grade pupils were given the Pintner Intermediate Test and the Henmon-Nelson Test of Mental Ability. In comparing the two tests mean r 's of .832 for MA and .861 for IQ were obtained. Henmon-Nelson IQ's tended to be above Pintner IQ's for pupils below 100; the reverse was true for IQ's above 120. For purposes of group appraisal one test may be substituted for the other at the 8th grade level.—(W. Coleman).

1568. Kostick, Max M., & Nixon, Belle M. (Fitchburg State Teachers Coll., Mass.) **How to improve oral questioning.** *Peabody J. Educ.*, 1953, 30, 209-217.—"In theory, oral questioning is dead; in practice, it is very much alive...oral questioning is used more extensively than any other form of testing." Since test and measurements textbooks usually slight or ignore oral methods, the authors list "eight potential advantages of oral examinations" and discuss in considerable detail 13 "suggestions for increasing the teacher's skill in the use of oral examinations or oral questioning."—(J. C. Stanley).

1569. Lindgren, H. C., Gilberg, R., & Crosby, D. W. (San Francisco State Coll., Calif.) **An academic aptitude test for superior college students.** *J. Psychol.*, 1953, 35, 229-233.—On the hypothesis that a large portion of graduate work consists of dealing with constellations of highly abstract, difficult, and frustrating problems of a linguistic nature, a Linguistic Aptitude Test was developed, having passages in Dutch and Early Middle English, followed by multiple-choice questions in Modern English. Reliability and validity were found to be lower than for some other tests of academic aptitude, yet correlations of a respectable character were obtained with grades.—(R. W. Husband).

1570. Merrill, Reed M., & Heathers, Louise B. (U. Washington, Seattle.) **A comparison of the Wechsler-Bellevue and ACE tests on a university counseling center group.** *J. consult. Psychol.*, 1953, 17, 63-66.—The purposes of this study are: (1) to compare the relative capacity of the ACE and Wechsler-Bellevue tests to predict achievement in college, and (2) to compare the scores obtained on the two tests. Chief findings: (1) The L scale of the ACE predicts academic achievement as well as the Total ACE and better than the Q scale. (2) The Verbal Scale of the W-B is the best single predictor of academic achievement. (3) The W-B Performance Scale is least related to achievement and to the ACE scales. The authors conclude that the data support the use of the W-B scale as a predictor of academic achievement of college freshmen. Possible error in making such a prediction for any given individual is discussed. —(F. Costin).

1571. Mollenkopf, William G. (Educational Testing Service, Princeton, N. J.) **Development and applications of tests of special aptitude.** *Rev. educ. Res.*, 1953, 23, 33-55.—During 1949-52, there have been

new tests of special aptitude, including one which is used in determining national manpower policy, studies of the effectiveness of the tests, and numerous efforts to make them more effective. Of special significance has been the attention paid to theoretical and rational considerations of test validity, particularly to the problem of the criterion. 166 studies are reviewed.—(W. W. Brickman).

1572. Schultz, D. G. (E.T.S., Princeton, N.J.), & Green, B. F. **Predicting academic achievement with a new attitude-interest questionnaire—II.** *Educ. psychol. Measmt*, 1953, 13, 54-64.—Further work with an attitude-interest questionnaire for predicting college grades for women did not yield results sufficiently good to warrant administering the questionnaire for selection purposes. A more elaborate item selection method provided a questionnaire of higher validity in the group on which the key was based, but upon cross-validation the validity coefficient dropped back to .108.—(W. Coleman).

1573. Sen, A. **Reliability and validity of staff assessments of students in teachers' colleges.** *J. Educ. Psychol., Baroda*, 1952, 10, 133-140.—Four suggestions for the future grew out of this investigation of candidates for secondary teachers. They are as follows: (1) a uniform system of grading should be established, (2) "schools and staff should be divided into zones" to facilitate a more adequate evaluation, (3) arrange program so that each staff member would be able to evaluate the end progress of the candidates observed throughout the year, and (4) group both staff and students on special subjects. —(C. Schmehl).

1574. Spaulding, Geraldine. **The effects on the Kuhlmann-Anderson Intelligence Test results of changing from the 1940 mental age norms to the revised 1942 norms.** *Educ. Rec. Bull.*, 1952, No. 60, 61-67.—The correlation between results in successive years compares favorably with similar correlations reported in earlier studies, with results for both years based on the same set of mental age norms. On the basis of information available, it appears likely that the 1940 mental age norms were more satisfactory for independent school pupils than the 1942 norms.—(G. E. Bird).

1575. Stanley, Julian C. (Geo. Peabody Coll., Nashville, Tenn.) **Development and applications of tests of general mental ability.** *Rev. educ. Res.*, 1953, 23, 11-32.—An analysis of 290 studies, nearly all published between 1949 and 1952, discloses a need for more careful planning of researches, greater depth of understanding of test theory, and a more efficient application of statistical procedures (especially the analysis of variance and covariance). The literature examined in this article includes theoretical articles, longitudinal studies, factor analyses and other correlational studies, and applications of many tests, including the Wechsler-Bellevue Intelligence Scales (Forms I and II), the Revised (1937) Stanford-Binet Intelligence Scales, and "Culture-Free" tests.—(W. W. Brickman).

1576. Towner, Leonard W., Jr., & Galloway, David W. (U. California, San Francisco.) **Recognition of examination questions and its relationship to improvement in score during repeated testing.** *Calif. J. educ. Res.*, 1953, 4, 56-61; 83.—Responses of 49 junior year medical students to 65 "Cancer Knowledge Examination" items, some of which were new

and some of which were common to one or more previous annual testings on the same students were analyzed. While the students were found to be able to recognize whether items were new or old, there was no evidence that a positive relationship existed between recognition of items and improvement in score.—(T. E. Newland).

1577. Townsend, Agatha. *A study of the American Council on Education Psychological Examination, 1952 edition.* *Educ. Rec. Bull.*, 1952, No. 60, 53-60.—This test will probably yield dependable results for the guidance of independent school pupils. The method used by the Education Record Bureau for equating the successive forms of the test with the Otis Self-administering Tests of Mental Ability is described. The correlations are as high as those usually found between two tests of mental ability.—(G. E. Bird).

1578. Townsend, Agatha; Spaulding, Geraldine, et al. *Summary of test results.* *Educ. Rec. Bull.*, 1952, No. 60, 1-51.—Results of the 1952 fall testing program in independent schools are comparable to previous records. The tables show no marked loss of ground in academic aptitude, reading, spelling, and elementary school achievement, reflecting stability of the independent school group as a whole.—(G. E. Bird).

1579. Traxler, Arthur E. *Results of the Diagnostic Reading Tests for grades 4, 5, and 6. Survey Section, among independent schools.* *Educ. Rec. Bull.*, 1952, No. 60, 69-76.—Correlations between the survey test and the reading parts of the Stanford Achievement Test were above .70, and between the total comprehension score on the Survey Section with the Kuhlmann-Anderson I.Q. was .651. These and other correlations indicate that the evidence is favorable to this new reading test for the intermediate grades, though comments of users suggest that the directions for the test need editing and revision.—(G. E. Bird).

1580. Traxler, Arthur E., Jacobs, Robert; Selover, Margaret, & Townsend, Agatha. (Educational Records Bureau, New York.) *Introduction to testing and the use of test results in public schools.* New York: Harper, 1953. x, 113 p. \$2.50.—The authors present 10 chapters of introductory information about test program planning, test selection, statistical treatment of scores, and uses of test data in elementary and secondary schools. Includes full-size examples of score profiles and cumulative record forms. Final chapter is an exemplary application to a specific case. Suggestions for further reading.—(J. F. Kamman).

1581. Wagner, Louise Durkee. (Elmwood Sch., Syracuse, N. Y.) *Measuring the map-reading ability of sixth-grade children.* *Elem. Sch. J.*, 1953, 53, 338-344.—A test was devised to measure the map-reading ability of sixth-graders and the results of the test recorded. Three parts include ability to read key or legend, using knowledge of the globe to recognize distortions in flat maps, and ability to find latitude and longitude and to read directions. Per cents of correct responses ranged from 97 to 9. The average per cent of correct responses on entire test was 64.—(S. M. Amatora).

(See also abstracts 108, 974, 1675, 1683)

Education Staff Personnel

1582. Allman, Reva White. *A study of selected competencies of prospective teachers in Alabama.* *J. Negro Educ.*, 1953, 22, 136-144.—Prospective Negro school teachers in training in Negro colleges in Alabama were compared with a group of 8th grade Negro pupils in the same area for competency in intelligence, general knowledge, and subject matter to be taught. There were 397 in the first group and 457 in the latter. The Otis Quick Scoring Mental Ability Tests, the Stanford Achievement Advanced Battery, the Cooperative Reading Comprehension Test, and the Hundred-Problem Arithmetic Test by Schorling were administered. The prospective teachers were superior to the students in the basic competencies, but these were felt to be below the level desirable for teachers.—(A. Burton).

1583. Amatora, Mary. *The education factor in personality appraisal.* *J. exper. Educ.*, 1953, 21, 271-275.—The study is an attempt to ascertain whether or not there are differences in teachers' judgments of the personalities of their pupils relative to the educational level attained by the teacher. 485 teachers, classified into four groups according to the amount of education, made ratings on each of 22 traits for 1542 elementary school pupils from grades 4 through 8 inclusive. "The over-all picture presented in this piece of research does seem to point to the value of higher educational levels for the teacher if she is to have a better understanding of the personalities of her pupils."—(E. F. Gardner).

1584. Callis, Robert. (U. Missouri, Columbia.) *The efficiency of the Minnesota Teacher Attitude Inventory for predicting interpersonal relations in the classroom.* *J. appl. Psychol.*, 1953, 37, 82-85.—Evaluations of teacher-student relationships from the students, the principal of the school, and from two observers, were used as the criteria in a validity study of the MTAI. 77 public school classes, grades 4 through 10 were used. All were in central Missouri and all were segregated white schools. The MTAI correlated significantly with the ratings by observers, by students, and with composites of the three rating groups, but not with the ratings by principals.—(H. W. Daniels).

1585. Guthrie, Edwin R. (U. Washington, Seattle.) *The evaluation of teaching.* *Amer. J. Nurs.*, 1953, 53, 220-222.—At the University of Washington, students' judgments have been collected in quantity since 1925. Any faculty member can arrange to have a survey made in his class by a member of the office staff during a regular class period. Over 100 teachers use this facility each quarter. The 5 traits most often mentioned by students as characteristic of the good teacher are: is clear and understandable in his explanations; takes an active, personal interest in the progress of his class; is friendly and sympathetic in manner; shows interest and enthusiasm in his subject; and, gets students interested in his subject.—(S. M. Amatora).

1586. Page, Martha Hessel. (Oneida Child Guidance Center, Utica, N. Y.), & Travers, Robert M. W. *Relationships between Rorschach performance and student-teaching.* *J. educ. Psychol.*, 1953, 44, 31-40.—For a group of 64 student-teachers who were given individual Rorschach tests, the adjustment scores derived from the Munroe Check List showed

no relationship with desirable or undesirable behavior patterns as reported in supervisors' descriptions of these individuals. Among the 31 student-teachers in elementary education, a triad of Rorschach patterns was found to be associated with behavior patterns considered desirable by the supervisors. However, this triad was not related to favorable reports on student-teachers in secondary education.—(E. B. Mallory).

1587. Passow, A. Harry. (Horace Mann-Lincoln Institute of School Experimentation, New York.) **A conception of educational leadership.** *Teach. Coll. Rec.*, 1953, 54, 324-331.—Effective educational leadership will grow with understanding of the nature of leadership. A research approach to the problem of improvement, the testing of effectiveness, the gathering of data and the attainment of goals are necessary. Leadership will improve with an individual approach to scientific ways of making it more effective.—(G. E. Bird).

1588. Ryans, David G. (U. California, Los Angeles.) **Teacher personnel research: (1) Considerations relative to research design.** *Calif. J. educ. Res.*, 1953, 4, 19-27.—The major difficulties contributing to a failure to establish acceptable criteria of teacher effectiveness include: "(a) the complexity of experimental designs involved, and the extreme difficulty encountered in attempting to control relevant variables; (b) the likely multi-dimensionality of the problem; (c) the relative unavailability of measures of teacher behavior and of pupil behavior; and (d) the practical difficulties involved in obtaining the cooperation of school systems and teachers, and in administering a research program requiring repeated time-consuming measurement of large numbers of pupils."—(T. E. Newland).

1589. Ryans, David G. (U. California, Los Angeles.) **Teacher personnel research: II. Investigation of teacher characteristics.** *Calif. J. Educ. Res.*, 1953, 4, 73-83.—Two principal objectives were set for the study: (1) the identification and analysis of patterns of teacher behavior, and (2) the development of materials useful for the prediction of teacher behavior. Using the "critical incident" approach, descriptive continua of teacher behavior have been identified. Factor analyses of data obtained by means of observation on several different occasions and with respect to some 26 different dimensions show both common and unique clusters for elementary and secondary teachers.—(T. E. Newland).

1590. Smith, Walter D. (Florida State U., Tallahassee.) **Social attraction patterns between elementary-school children and student-teachers: sociometric analysis.** *J. educ. Psychol.*, 1953, 44, 113-125.—Sociometric measures revealed little relationship between the choices of student-teachers by their pupils and by other student teachers. Retests showed that the children's choices were rather constant and there was an increasing tendency for the same teachers to be chosen or rejected as companions in both work and play. Critic teachers' initial estimates of the teachers' standing with the children were more accurate than their later estimates.—(E. B. Mallory).

1591. Whitfield, R. P. (Eastern Washington Coll. Educ., Cheney.) **Educational sociology as a factor in developing teaching competence.** *Calif. J. educ. Res.*, 1953, 4, 62-65.—It was observed that such a

course may be made practical in teacher training by emphasizing the development of such teaching competencies as (1) planning cooperatively with the students, (2) organizing and using collateral literature, (3) using community resources effectively, (4) defining key social problems and the role of the school in their solution, and (5) adapting school practices to the child's social background.—(T. E. Newland).

(See also abstracts 201, 889, 1653, 1680)

PERSONNEL PSYCHOLOGY

1592. Allen, Louis A. (Koppers Co., Inc., Pittsburgh, Pa.) **Using new training methods to improve production.** *Amer. Mgmt. Ass., M/g. Ser.*, 1952, No. 203, 3-11.—There is a shortage of trained administrators in industry today, so management has taken and should take full advantage of the new concepts of the meaning and scope of training. This includes measurement of the training program, training from within the company, cognizance of the responsibilities of the line organization, the value of the conference approach, continuous individual guidance, performance reviews, emphasis on human relations, and new developments in training. This is the best approach in terms of economy and effectiveness.—(H. W. Daniels).

1593. Argyle, Michael. (U. Oxford, Eng.) **The relay assembly test room in retrospect.** *Occup. Psychol., Lond.*, 1953, 27, 98-103.—The experiment in the Relay Assembly Test Room of the Hawthorne plant is briefly described, and then discussed. It is concluded that no valid conclusions can be drawn from the experiment, and the design of the experiment is criticized.—(G. S. Speer).

1594. Bass, Bernard M., & Wurster, Cecil R. (Louisiana State U., Baton Rouge.) **Effects of company rank on LGD performance of oil refinery supervisors.** *J. appl. Psychol.*, 1953, 37, 100-104.—LGD scores of 131 supervisors at a large oil refinery were correlated with company rank, education, intelligence, supervisory aptitude, youth, forced-choice evaluations, and graphic ratings by superiors. When rank was partialled out, LGD scores showed a high positive relationship with superior's appraisals. "It was concluded that the LGD is not valid where participants are of known different rank." The authors raise questions about the validity of superior's appraisals as criteria of supervisory performance, and about the influence of rank on LGD participants.—(H. W. Daniels).

1595. Bass, Bernard M., & Wurster, Cecil R. (Louisiana State U., Baton Rouge.) **Effects of the nature of the problem on LGD performance.** *J. appl. Psychol.*, 1953, 37, 96-99.—In order to see what effect the subject matter for discussion in a leaderless group situation made, two groups of subjects were used: (1) 23 college students, each of whom participated in 3 LGD's in which the composition of the groups and the problem for discussion were systematically altered, and (2) 131 oil refinery supervisors, who participated in 17 group discussions. In group (1) the students' LGD scores correlated from .51 to .66 with repeated administrations. In group (2) the findings indicated that high ranking supervisors tended to exert leadership in small groups with lower ranking persons when the discussion concerned situa-

tions for which they had the high rank. The amount of successful leader activity in case history discussions was related to predictors of supervisory success, and to forced-choice evaluations.—(H. W. Daniels).

1596. Baumgarten, F. *Über mangelnde Anpassungsfähigkeit im Berufsleben.* (Concerning deficient adaptability to life in the work-place.) *Mensch u. Arbeit*, 1953, 5, 1-17.—Lists the characteristics of the worker which tend to make him adapt to life in the shop. If exaggerated, these characteristics may result in a subservient personality. Failure to adjust may result from anti-social tendencies or simply from ignoring the social environment. The individual tends to adapt to the level of the group. One with low morale or production rate will tend to be pulled upward toward the group level, while an individual above the group average in either will probably be pulled down. The author's Proverb Tests (Sprüche Tests) are believed to measure adaptability to the social situation of the work-place.—(S. Adams).

1597. Baumgarten-Tramer, Fr. *Über mangelnde Anpassungsfähigkeit im Berufsleben.* (Faulty adaptability in vocational life.) *Gesundh. Wohlf.*, 1952, 32, 453-466.—Vocational adaptation involves not only adaptation to the work but also to the social milieu of the work. Reasons for good or for bad adaptation to the social milieu of the job may reside in the individual or in the milieu. In the individual the following are reasons for faulty social adaptation to the job: a too exclusive interest in a specific work; a violent emotional reaction which disturbs the social relations; too great performance for one's work companions; sharp criticisms which put ill at ease those concerned; poor tact; given to dreaming and introversion; social immaturity; hostility; great need of liberty; social indifference. In the group the following are reasons for faulty social adaptation to the job: severe discipline associated with a limitation of personal liberty; intolerance of alien conceptions, etc.—(F. C. Sumner).

1598. Behrend, Hilde. (U. Birmingham, Eng.) *Absence and labour turnover in a changing economic climate.* *Occup. Psychol., Lond.*, 1953, 27, 69-79.—This paper presents a study of absence and labor turnover in 55 factories, employing approximately 38,000 men and 14,000 women, during a period of high employment and a period of much greater unemployment. It is concluded that there is an inverse relationship between the level of unemployment, and the level of absenteeism or the level of turnover. It is felt that "institutional factors" have been overstressed as explanations in the past.—(G. S. Speer).

1599. Christ, R. E. *Wie funktioniert ein Betrieb?* (How does a shop function?) *Mensch u. Arbeit*, 1953, 5, 22-25.—Examines the sources of high productivity in American manufacturing. Some of these include a preplanned organization for new enterprises; the use of interviews and tests in the selection of workers. Employees are identified with the organization; employee handbooks are a device for doing this. Sales training and the follow-up of salesmen aid on the distribution side.—(S. Adams).

1600. Comrey, Andrew L., Pfiffner, John M., & Beem, Helen P. (U. Southern California, Los Angeles.) *Factors influencing organizational effectiveness. II. The department of employment survey.* *Personnel Psychol.*, 1953, 6, 65-79.—Using pro-

cedures similar to those of a previous study (27: 1040), factors differentiating 4 levels of office effectiveness in 30 state employment offices in California were investigated. Although the differences were not statistically significant, the trends were in general similar to those of the previous study. In addition, Pride in Work Group appeared to be particularly important.—(A. S. Thompson).

1601. Doppelt, Jerome E., & Bennett, George K. (Psychological Corp., New York.) *Reducing the cost of training satisfactory workers by using tests.* *Personnel Psychol.*, 1953, 6, 1-8.—Three studies are presented to illustrate economies in training attributable to the use of tests in selecting trainees. A procedure for analyzing testing and training costs and for determining economically justifiable cutoff scores is described in detail, using data from studies of food store checker, adding machine operators, and food store produce workers.—(A. S. Thompson).

1602. Englund, Theodore J. *Organization and control of the incentive function: III. The responsibility of management relative to the incentive function.* *Amer. Mgmt. Ass., M/g. Ser.*, 1952, No. 203, 26-28.—Management should instill a spirit of confidence and fairness between themselves and labor; they should guarantee that established standards will not be changed except in cases of a change in methods, and instill a spirit of confidence in the members of the standards department. Standards department personnel must be carefully chosen. A methods improvement program should be part of the incentive program. Job evaluation is needed. The foremen must be well informed and trained to understand policies and procedures. They must be fair and have the confidence of their men.—(H. W. Daniels).

1603. Hersh, Charles M. *College seniors and federal employment.* Washington, D. C.: American University, 1953. 123 p. (Mimeo.)—Attitudes toward industrial and federal employment of college seniors, graduates and faculty are reported as related to majors in the physical and social sciences. As a group, seniors, graduate students and faculty members favored industrial employment. Psychology and political science majors leaned more toward government jobs than students in the other courses.—(M. N. Brown).

1604. Hovel, Raymond K. *Organization and control of the incentive function: II. Where does the incentive function belong in the organization and why?* *Amer. Mgmt. Ass., M/g. Ser.*, 1952, No. 203, 24-26.—Fundamentally, the incentive function is a staff function, a group used by management as a tool, and needs management's backing. The incentives man's effect depends also on how well he has sold himself. He must be ethical, human, understanding and impartial. If the incentive function becomes a joint function of management and labor, it may depart from fact and enter the realm of negotiation. The company should take the initiative in selling the incentive function to all concerned, and be sure to introduce the program properly.—(H. W. Daniels).

1605. Hsü, E. H. (Catholic U. America, Washington, D. C.) *Note on a misuse of Thurstone's scaling method in industrial psychology.* *J. gen. Psychol.*, 1953, 48, 245-247.—Jurgensen who had called attention to a fallacy in the use of a median scale

value in employee check lists scaled according to Thurstone's method of equal-appearing interval is being criticized himself for suggesting a new scoring system in place of the median score. "The problem is solved by introducing a better method with which one can face frankly the problem of dimensionality of the items in the check list, and derive accordingly scale values more adequate to the problem."—(M. J. Stanford).

1606. Kellner, H. *Über den Aufbau sozialpsychologischer Hygiene-Forschung in der Industrie.* (Concerning research in the introduction of social-psychological hygiene in industry.) *Psychologe*, 1953, 5, 149-152.—After the period of destruction precipitated by World War II, research is necessary to re-establish a sound hygienic program for industry. The hours lost by workers with neuropsychiatric ailments is not known but the indications are that their number is high and that it exceeds the pre-war figure.—(T. C. Kahn).

1607. Klieger, Walter A., & Mosel, James N. The effect of opportunity to observe and rater status on the reliability of performance ratings. *Personnel Psychol.*, 1953, 6, 57-63.—Army enlisted men were rated on four graphic scales by superiors and associates. Inter-rater agreement for each scale was measured by intra-class correlation and the results treated separately for those raters indicating "much" as opposed to "some" or "little" opportunity to observe the trait being rated. There was no significant difference in the reliability of ratings of the two groups but superiors evidenced slightly higher reliability than did associates.—(A. S. Thompson).

1608. Markowe, Morris. Occupational psychiatry: an historical survey and some recent researches. *J. ment. Sci.*, 1953, 99, 92-102.—Psychological disability is not synonymous with occupational disability. Neurotics working individually can produce under certain conditions as much as the average unskilled worker. 48 references.—(W. L. Wilkins).

1609. Marzi, A. (Bari U., Italy.) *Problemi di psicologia clinica nel campo di lavoro.* (Problems of clinical psychology in the field of work.) *Arch. Psicol. Neurol. Psichiat.*, 1953, 14, 275-277.—Clinical psychology applied to adult work should consider various relationships between the individual and his vocation. Various applications to the field of work are clearly demonstrated when one considers various studies already made as to safety problems, proneness to accidents, old age, unemployment, or general work adjustment.—(A. Manoil).

1610. Massarik, Fred; Weschler, Irving R., & Tannenbaum, Robert. (U. California, Los Angeles.) *Evaluating efficiency rating systems through experiment.* *Personnel Adm.*, 1951, 14(1), 42-47.—The purpose of this study was to investigate the stability of efficiency ratings under these systematically varied conditions: (1) the form used, and (2) the social circumstances under which ratings were performed (e.g., discussion of less-than-good ratings with ratees vs. no discussion). In an illustrative experiment, 177 Federal employees, stratified by levels of merit previously attained, were re-rated by their supervisors under combinations of the conditions. Results showed fewer high ratings under new social circumstances; a downward shift in ratings, especially pronounced in sub-professional workers;

and the effect of rating form to be less than rating circumstances.—(D. G. Livingston).

1611. Ogden, Guy G. *Organization and control of the incentive function: I. What does management expect of the incentive function?* *Amer. Mgmt. Ass. M/g. Ser.*, 1952, No. 203, 21-24.—Management uses incentives basically to strengthen profits. There are many kinds: financial and non-financial. Management has certain obligations in order to expect maximum returns. These returns include increased productivity, improved company spirit, savings in equipment, more realistic planning, better human relations, more adequate quality control.—(H. W. Daniels).

1612. St. Rukeyser, M. *Der Arbeiter muss das Ziel seiner Arbeit kennen.* (The worker should know the purpose of his work.) *Mensch u. Arbeit*, 1953, 5, 29-31.—Supervisors often neglect to explain to workers the purpose of their work. Management should also explain the place of the company in the free enterprise system, and the working of the free enterprise system itself. Refers to educational publications of the Du Pont and General Electric companies and to those of the U. S. Chamber of Commerce. Cites von Mises on the necessity of repairing the effects of too much political intervention in the financial system.—(S. Adams).

1613. Shinn, L. C. *Organization and control of the incentive function: IV. Can we develop incentives that will encourage teamwork?* *Amer. Mgmt. Ass. M/g. Ser.*, 1952, No. 203, 28-30.—To be successful any wage-incentive system must engender enthusiasm and cooperation. But, to encourage teamwork, the rewards must be designed to promote individual efforts toward correlating with the efforts of others. It is not wise to depend on social pressure to police the productivity of members of a group; outstanding performers prefer to be rewarded individually. Group incentives are, however, valuable in some operations, e.g., clerical, especially when the individual functions are closely interrelated. Especially valuable are incentive standards for management operations which are set up to encourage teamwork.—(H. W. Daniels).

(See also abstracts 163, 614)

Selection & Placement

1614. Bair, John T. (U. S. Naval Sch. Aviat. Med., Pensacola, Fla.) *Non-test predictors of attrition in the Naval air training program.* *U. S. Nav. Sch. Aviat. Med. Res. Rep.*, 1952, Proj. Rep. No. NM 001 058.05.02, 3 p.—Non-test responses were analyzed for a group of 375 cadets. Of these 119 had passed basic flight training, 135 had withdrawn at their own request, and 121 had failed in training. "The results indicate that the cadets most likely to complete the program are those who are less than 21 years of age, completed only high school and had no academic course failures prior to entering the program."—(W. F. Grether).

1615. Bingham, Walter V. *Expectancies.* *Educ. psychol. Monst.*, 1953, 13, 47-53.—Describes and urges the use of expectancy tables in counseling and personnel selection. Expectancy is defined as a "...numerical expression of a probability that a certain individual will achieve a specified level of educational or occupational accomplishment." Bing-

ham recommends that the coefficient of validity be corrected "for the attenuation chargeable to the unreliability of that criterion."—(W. Coleman).

1616. Brayfield, Arthur H. (Kansas State Coll., Manhattan.) **Clerical interest and clerical aptitude.** *Personnel Guid. J.*, 1953, 31, 304-306.—It was found that the relationship was negligible between clerical interest and clerical aptitude of 231 female office workers. It is concluded that, as one type of appraisal cannot substitute for the other, both types should be made.—(G. S. Speer).

1617. Brown, Clarence W., & Ghiselli, Edwin E. (U. California, Berkeley.) **Prediction of labor turnover by aptitude tests.** *J. appl. Psychol.*, 1953, 37, 9-12.—10 tests, involving arithmetic, reaction speed, dotting and tapping, distance judgment and discrimination, and mechanical principles, were administered to groups of taxicab drivers. All men did not take all tests, but N for each test was 218 to 441. 7 tests showed U-shaped relationships to turnover, with individuals scoring either high or low being more likely to leave the job than those scoring around the average. Since intelligence tests show similar relationships, it was concluded that "intellectual requirements" do not completely explain the typical turnover U-curve.—(H. W. Daniels).

1618. Chriswell, M. Irving. (Buffalo (N. Y.) Technical H. S.) **Validity of a structural dexterity test.** *J. appl. Psychol.*, 1953, 37, 13-15.—A test of structural dexterity in which S builds from small bars and pins structures from perspective sketches was related to 5 criteria of general high school machine shop success. Validity correlations ranged from .30 to .51. Reliability was reported to be .94 (Spearman-Brown).—(H. W. Daniels).

1619. Duncan, Otis Dudley; Ohlin, Lloyd E., Reiss, Albert J., Jr., & Stanton, Howard R. (U. Chicago, Ill.) **Formal devices for making selection predictions.** *Amer. J. Sociol.*, 1953, 58, 573-584.—One device for accepting or rejecting applicants who are potential successes or failures is to assign a score to each applicant on the basis of which, according to a rule, his acceptance or rejection will be determined. A variety of decision rules may be stated within a cost-utility framework, the choice among them being determined by selection policy. The construction of formal devices for making selection decisions promises to be a valuable kind of research from the standpoint of routine application, clarification of selection policy, evaluation of selection procedures, and rationalization of decisions.—(D. L. Glick).

1620. Gardner, Burleigh B. **Executives: their personality and its appraisal.** *Advanced Mgmt*, 1953, 18(1), 13-15.—To place executives properly management must know about their response to new and unfamiliar problems, to interpersonal relations, to authority and control, to authority over others, to work as a member of a team, and be acquainted with their flexibility, adaptability, ambitions, and goals. Similarly, job information is needed.—(H. Moore).

1621. Garry, Ralph. (Boston U., Mass.) **Individual differences in ability to fake vocational interests.** *J. appl. Psychol.*, 1953, 37, 33-37.—College students were instructed to attempt to fake high scores on four scales of the Strong Interest Blank. All were able to effect increases in mean scores on the scales with reliabilities of .56 to .89. Intercorrelations of

faking scores ranged from .05 to .35, and were not significantly correlated with intelligence, sex, or information about the occupation. Item analysis showed that successful faking depends on predicting the more subtle differences in interests.—(H. W. Daniels).

1622. Ghiselli, Edwin E., & Barthol, Richard P. (U. California, Berkeley.) **The validity of personality inventories in the selection of employees.** *J. appl. Psychol.*, 1953, 37, 18-20.—Reports of findings concerning the validity of personality inventories in various job groupings were searched. Mean validity coefficients, numbers of cases, and ranges of *r*'s are reported for eight job groupings, and these are discussed with reference to the usefulness of personality inventories for selection. 21 references.—(H. W. Daniels).

1623. Jenkins, William Leroy. (Lehigh U., Bethlehem, Pa.) **An index of selective efficiency (S) for evaluating a selection plan.** *J. appl. Psychol.*, 1953, 37, 78.—Since the index of predictive efficiency (E) indicates the percent of improvement over chance by which each individual's criterion score is predicted, it is an unnecessarily severe measure for selection plans where the objective is merely to pick successful workers and reject unsuccessful ones. The writer shows how it is possible to consider the numerical value of the validity coefficient as S, the index of selective efficiency, if one accepts between one-third and two-thirds of the applicants.—(H. W. Daniels).

1624. Longstaff, H. P. (U. Minnesota, Minneapolis.), & Jurgensen, C. E. **Fakability of the Jurgensen Classification Inventory.** *J. appl. Psychol.*, 1953, 37, 86-89.—To test the hypothesis that persons taking the Jurgensen Classification Inventory, a "forced-choice" personality questionnaire, under simulated employment conditions could significantly improve their scores, two groups were tested under three sets of conditions: (1) honest score, (2) fake over-all good score, and (3) fake high self-confidence score. Comparisons of mean scores for each group were made, and it was found that significant improvements over (1) were made under condition (3), but not under condition (2).—(H. W. Daniels).

1625. Moore, Joseph E. (Georgia Inst. Technol., Atlanta.), & Ross, Laurence W. **The changing of mental test norms in a Southern industrial plant.** *J. appl. Psychol.*, 1953, 37, 16-17.—Mean scores on the Revised Beta Examination for white men and women applying for work between 1947 and 1951 were shown to be significantly higher than for similar groups applying prior to 1947.—(H. W. Daniels).

1626. Navran, Leslie. (San Francisco (Calif.) State Coll.) **Validity of the Strong Vocational Interest Blank nursing key.** *J. appl. Psychol.*, 1953, 37, 31-32.—A follow-up study of two groups of nursing students indicated that scores on the nursing scale of the Strong are not so highly related to ability to finish nursing school as previously supposed. Factors which might have accounted for these results are noted.—(H. W. Daniels).

1627. Noble, Clyde E. (Perceptual & Motor Skills Res. Lab., Lackland AFB, San Antonio, Tex.) **A representative scale of difficulty in the Complex Coordination Test (CM 701 E).** *USAF Hum. Resour. Res. Cent., Res. Bull.*, 1952, No. 52-41, v, 15 p.—The Complex Coordination Test has been shown

to be effective in the prediction of success in pilot training. This study establishes the relative difficulty of various patterns of stimulus settings on this test.—(A. Chapanis).

1628. Sells, S. B., & Barry, J. R. (USAF Sch. Aviat. Med., Randolph AFB, Randolph Field, Tex.) **A research program to develop psychiatric selection of flying personnel. I. Theoretical approach and research design.** *J. Aviat. Med.*, 1953, **24**, 29-35.—The authors define the objective and the theoretical framework of the program, and then discuss their experimental design for the development and validation of large-scale psychiatric selection techniques.—(A. Chapanis).

1629. Sells, S. B., & Barry, J. R. (USAF Sch. Aviat. Med., Randolph AFB, Randolph Field, Tex.) **A research program to develop psychiatric selection of flying personnel. II. Research progress.** *J. Aviat. Med.*, 1953, **24**, 36-47.—Researches completed and in progress are discussed under four headings: bibliographic research, experimental studies of personality indicators, criterion research, and validation studies of experimental tests.—(A. Chapanis).

1630. Tatum, Amos E. **Developing standardized academic examinations.** *Train. Anal. Developm. Inform. Bull.*, 1953, **4**, 18-20.—The contributions and proper uses of standardized tests are explained with emphasis on their development and role in the Primary Pilot Training Program.—(R. Tyson).

1631. Zuckerman, John V. (George Washington U., Washington, D. C.) **A note on "interest item response arrangement."** *J. appl. Psychol.*, 1953, **37**, 94-95.—The author replies to criticisms of his previous article (see 27: 499) levied in a private communication by L. J. Cronbach.—(H. W. Daniels).

(See also abstract 1672)

Labor-Management Relations

1632. Davis, Norah M. **The hopes of industrial workers for their children.** *Occup. Psychol., Lond.*, 1953, **27**, 11-22.—Attitude interviews with 665 men and 639 women factory workers indicate that two thirds of the men, and half of the women, do not want their children to do the same kind of work they are themselves doing. Over a period of 5 years the general trend of opinion and feeling seems not to have changed materially. The workers express drives for status and security, and the more intangible goals of self-respect and importance, rather than for material benefits for themselves.—(G. S. Speer).

1633. Davis, Norah M. **A study of a merit-rating scheme in a factory.** *Occup. Psychol., Lond.*, 1953, **27**, 57-68.—A merit-rating scheme, in effect for 3.5 years in a factory employing about 500 workers, was considered highly satisfactory by both management and workers. A good many changes occurred following the adoption of the scheme, such as increase in output, reduction in time lost, and reduction in labor costs with an increase in wages. A preliminary case study, however, suggests that these changes cannot be explained in terms of a simple causal relationship. It is concluded that there are "more gaps in our knowledge of why men work hard and contentedly than of why they do not."—(G. S. Speer).

1634. Dennerley, R. A. **Workers' attitudes towards an establishment scheme.** *Occup. Psychol., Lond.*, 1953, **27**, 1-10.—A random sample of 263 male pro-

duction workers was interviewed to determine their attitude toward the establishment scheme of a large industrial organization. The establishment scheme had been operated since 1928, but only since 1947 had there been a formal selection procedure. Establishment offers much greater security to the worker, including a guaranteed weekly wage, sickness benefits, and so on. The unfavorable comments have been emphasized in this article, as it is felt that they are more important than favorable comments. A large proportion of each of the groups interviewed have expressed unfavorable attitudes. It is felt that the unfavorable attitudes are due to the previous lack of formal selection, misunderstanding of the establishment scheme, and the lack of security by the unestablished workers.—(G. S. Speer).

1635. Fleishman, Edwin A. (HRRC, Lackland AFB, Tex.) **The description of supervisory behavior.** *J. appl. Psychol.*, 1953, **37**, 1-6.—A questionnaire of 150 items was subjected to factor analysis. Two major and two minor factors were revealed; the two major factors were named "Consideration" and "Initiating Structure." New keys were developed, and the items pre-tested on industrial foremen. Item-dimension correlations were considered as factor loadings and used as the basis for revision of the scoring keys. The final form contained 48 items, each with a high loading on one factor and as close as possible to a 0 loading on the other.—(H. W. Daniels).

1636. Handyside, John D. **Raising job satisfaction: a utilitarian approach.** *Occup. Psychol., Lond.*, 1953, **27**, 89-97.—A utilitarian method of determining priority for action on items to be corrected as a result of an attitude survey is described. The priority index is obtained by multiplying the contingency coefficient for each item by the number of people giving the unfavorable answer.—(G. S. Speer).

1637. Hewitt, David, & Parfit, Jessie. **A note on working morale and size of group.** *Occup. Psychol., Lond.*, 1953, **27**, 38-42.—Previous studies have shown that the efficiency of labor can be seriously reduced when workers are employed in large factories. The present study indicates that morale varies from one group to another even in small factories, and that the problems of morale in relation to size of working group need to be distinguished from problems peculiar to large factories.—(G. S. Speer).

1638. Koivisto, W. A. (Lake Forest Coll., Lake Forest, Ill.) **Value, theory, and fact in industrial sociology.** *Amer. J. Sociol.*, 1953, **58**, 564-572.—Implicit value judgments pervade writings and research in the field of industrial relations. "Cooperation" and "harmony" are identified with management's criteria of productive efficiency. Analysis of certain aspects of the industrial system and of institutions which operate within it is precluded by this value orientation. Exceptions to the "human relations view" in industrial studies have been taken by sociologists who have recognized the conflict of values in the industrial system. Further attention to value conflicts would lead to a more fruitful industrial sociology.—(D. L. Glick).

1639. Mace, C. A. **Resistance to change.** *Occup. Psychol., Lond.*, 1953, **27**, 23-29.—Each point of transition in a line of communication is a point of resistance. The essential function of a specialized educational or advisory service is to study and over-

come each of these resistances, but these services are themselves resistant to change. It would be a technological revolution if educational and advisory services changed their methods in three ways: focusing their information on those best able to use it, relating information to actual needs, and accurately assessing the effects produced. There are some indications that such changes are gradually being made.—(G. S. Speer).

1640. **Petz, Gertrude.** *Industriearbeit und des Triblebens.* (Industry and the socialization of instincts.) *Psychologe*, 1953, 5, 61-69.—The author describes the sexual instinct, the surprise instinct, the ego instinct, and the contact instinct. Socialization affords a means of satisfying these drives. The industrial world is not designed to give them a satisfactory outlet since the worker has lost contact with the broader application of his labor and thus is unable to act out the role toward which his drives propel him. Avocations must be carefully selected to provide the necessary outlet.—(T. C. Kahn).

1641. **Speroff, B. J.** (U. Chicago, Ill.) *Empathy and role-reversal as factors in industrial harmony.* *J. soc. Psychol.*, 1953, 37, 117-120.—The aim of this paper is "to present a technique whereby both labor and management may more amicably resolve conflicts with less loss of time, prestige, and character." According to the author, "role-reversal takes over from the empathizing aspect of the communicative act when a conflict arises as to the meaning conveyed during the course of the discussion."—(J. C. Franklin).

1642. **Strauss, George, & Sayles, Leonard R.** (Cornell U., Ithaca, N. Y.) *Occupation and the selection of local union officers.* *Amer. J. Sociol.*, 1953, 58, 585-591.—Election to local union offices is positively correlated with high in-plant status, as defined by higher pay and higher skill, high seniority within the plant and within the union, opportunities to talk and "move around" the plant. Exceptions occur when the plant has been recently unionized or there has been a sharp turnover of officers. The hypothesis is suggested that under "normal" conditions a state of equilibrium is reached in which high-status workers dominate both the informal social organization of the plant and the formal organization of the union.—(D. L. Glick).

INDUSTRIAL AND OTHER APPLICATIONS

1643. **Colby, Kenneth Mark.** *Gentlemen, the Queen.* *Psychoanal. Rev.*, 1953, 40, 144-148.—The Queen was introduced into chess by Europeans in the 11th or 12th century. The Queen became the most powerful chesspiece between 1485 and 1500 probably in Italy. The chess Queen was empowered out of a man's ambivalent conflict between a desire to be allied with a powerful virago and a hatred of her domination as the badge of his weakness.—(D. Prager).

(See also abstract 173)

Industry

1644. **Bellows, Roger M., Estep, M. Frances, & Scholl, Charles E., Jr.** (Wayne U., Detroit, Mich.) *A tool for analyzing training needs: the Training Evaluation Check List.* *Personnel*, 1953, 29, 412-

418.—"This article describes a tool for assessing a company's training needs rapidly and grading them by degree of urgency. Built around a check list covering about 90 aspects of training, which is used to collect and tabulate the judgments of a number of training representatives, this device provides a recorded consensus which can serve both as a rational guide and a stimulus to remedial action." The development, final form, and results of use of the check list are presented.—(D. G. Livingston).

1645. **Bornemann, E.** *Psychologische Wege zur Verminderung der Ermüdung in Betrieb und Schule.* (Psychological methods of diminishing fatigue in shop and school.) *Mensch u. Arbeit*, 1952, 5, 133-144.—The author has devised a method of showing the extent of psychological involvement in a task. Involvement in free activity or practiced manual work ranges from 30 to 60%. Involvement in office tasks runs from 50 to 100%. Hence, work pauses are needed in the office. Because of rapid recovery from fatigue, short (5-10 minute) pauses are better than longer breaks. Lunch time is better placed $\frac{1}{2}$ of the way through the work day, because of cumulative fatigue. The application of fatigue control in the schools is covered, with examples from present-day German school systems. 26 references.—(S. Adams).

1646. **Burke, C. J.** (Indiana U., Bloomington, Ind.) *Notes concerning the Webb-Jones article.* *Psychol. Bull.*, 1953, 50, 137-139.—The correlation between accident frequency per individual for 2 equal-length, discrete periods, corrected by the Spearman-Brown formula, is a mathematical identity with the expression of the difference between mean and variance of a Poisson distribution divided by the total variance. It is shown also that the joint distribution of accidents per individual occurring in the 2 periods, obtained by binomial partitioning (expected value: half the accidents in each period), is mathematically identical with the distribution obtained from the Poisson marginal distributions under the hypothesis of independence. (See 28: 1662.)—(M. R. Marks).

1647. **Chapanis, Alphonse.** *Psychology and the instrument panel.* *Sci. Amer.*, 1953, 188(4), 74-82. A review, with illustrations, of the work of psychologists in the field of engineering psychology indicating reasons for designing indicators and controls to conform to human behavior.—(C. M. Louttit).

1648. **Cochran, Leroy B.** (U. S. Naval Sch. Aviat. Med., Naval Air Sta., Pensacola, Fla.) *Studies on the ease with which pilots can grasp and pull the ejection seat face curtain handles.* *J. Aviat. Med.*, 1953, 24, 23-28.—30 naval fighter pilots were tested on a human centrifuge to discover whether they could elevate their arms above their heads and actuate a certain type of ejection seat mechanism. Tests were run at 5.2 to 8.2 g (mean of 6.7 g). The results suggest that, unless they are extremely fatigued, most g-suit-protected pilots should be able to perform the necessary movement.—(A. Chapanis).

1649. **Davis, Louis E., & Josselyn, P. Dudley.** *An analysis of work decrement factors in a repetitive industrial operation.* *Advanced Mgmt*, 1953, 18(4), 5-9.—For six months the normal work methods of two girls performing assembly work were studied, to determine the effects of fatigue on daily production, rate of work, changes in methods, and delays. Results were: (1) No significant differences in production per day in the week, (2) P.M. Production lower

than A.M. production by 13%, (3) no indication of any significant change in method, (4) delays were 50-55% higher in the P.M. than in the A.M.—(H. Moore).

1650. Dumlup, Jack W. **Human factors in industrial design.** *Advanced Mgmt.* 1953, 18(1), 69-72.—To meet demands in any operating situation, it is necessary to know the requirements to be fulfilled in terms of movement, pressure, accuracy, and similar demands put on the operator; and that knowledge must be supplemented by a knowledge of the effect of these requirements on the operator.—(H. Moore).

1651. Forbes, Theodore W. **The necessity for appropriate human factor research techniques in traffic engineering.** *Traffic Engng.* 1953, 23, 127-129.—Points out that the success of traffic engineering devices and procedures depends to a large extent upon basic human factors. Statistical and experimental methods have been developed in fields of science dealing with human behavior which take account of human variability and which control certain factors which would otherwise invalidate results. Sampling methods, the proper design of interviews and questionnaires, and the elimination of effects of special knowledge of the problem are all important and require the use of such techniques. Where it is necessary to base results on opinion, adequate objective methods of studying opinions should be used.—(T. W. Forbes).

1652. Glätner, H. **Ermüdungsüberwindung vom Standpunkt der Hygiene.** (Overcoming fatigue from the hygienic standpoint.) *Mensch u. Arbeit*, 1952, 5, 156-170.—A good location for the worker's home, and good home conditions are essential for daily recovery from fatigue. Travel time from home to work should be a maximum of 30 minutes. A work-related hobby may improve human relations on the job. Sociability in off-duty hours may upset the night's sleep through over-use of tobacco and alcohol. However, moderate use of alcohol may encourage sleep. Physical activity after work is desirable for mental workers. Up to 30 minutes sleep in the daytime may promote recovery from fatigue; more may interfere with the night's rest.—(S. Adams).

1653. Hobson, H. E., & Schlenk, D. M. (James Connally AF Base, Tex.) **Flight instructor self-evaluation.** *Train. Anal. Developm. Inform. Bull.*, 1952, 3(4), 23-26.—Air instruction is an important area for improvement and standardization. Air observation of instructors by supervisors is difficult, but self-evaluation holds promise. It encourages self-inspection for weaknesses, places responsibility on the instructor, and presumes serious effort toward improvement. Absence of pressure on instructors, as well as economy in supervisory time, are other advantages. The evaluation system employed is described.—(R. Tyson).

1654. LeShan, Lawrence L. (Roosevelt Coll., Chicago, Ill.), & Brame, Jim R. **A note on techniques in the investigation of accident prone behavior.** *J. appl. Psychol.*, 1953, 37, 79-81.—Special problems in investigating accident prone behavior are briefly discussed. Subjects frequently forget accidents unless interview techniques provide especially for probing. Accident records are noted to be frequently unreliable; definitions of such terms as "accident," "injury," or "accident prone" vary widely. The delimitation of accident prone and non-accident prone groups is frequently a source of erro-

neous conclusion. The experience of the authors in these areas is pointed out.—(H. W. Daniels).

1655. Murrell, K. F. H. **Fitting the job to the sailor.** *Occup. Psychol., Lond.*, 1953, 27, 30-37.—This paper presents brief reviews of a number of studies undertaken by the Naval Motion Study Unit to increase the efficiency of man power.—(G. S. Spear).

1656. Pettit, William A. **Ophthalmological problems in aviation medicine.** *Contact, Pensacola*, 1953, 11, 14-21.—Visual problems in aviation are discussed, along with solutions that are in current use. Topics covered under the general heading of physical problems are distance, visibility, illumination, cockpit lighting, canopies and windscreens, and angular acceleration. Under physiological problems the author discusses the external eye, the internal eye, extra-ocular muscles, depth perception, the retina, color vision, anoxia, and fatigue. Special mention is made of the light conditions at very high altitudes, and the effect of these conditions upon visibility both inside and outside the cockpit.—(W. F. Grether).

1657. Poe, Arthur C., & Lyon, Verne W. (U. S. Naval Sch. Aviat. Med., Pensacola, Fla.) **The effectiveness of the Cycloramic Link Trainer in the U. S. Naval School, Pre-flight.** *U. S. Naval Sch. Aviat. Med. Res. Rep.*, 1952, Proj. Rep. No. NM 001 058.07.01, 9 p.—During pre-flight training a group of 85 cadets was given five hours of training on the Cycloramic Link Trainer, in addition to the normal academic courses. Their performance in subsequent flight training was compared with a control group of 100 cadets with identical pre-flight training except for having no Link training. No statistically significant differences appeared between the two groups in flight training.—(W. F. Grether).

1658. Ross, Sherman; Ray, William; & Della Valle, Louis. (U. Maryland, College Park.) **Pointer location and accuracy of dial reading.** *J. appl. Psychol.*, 1953, 37, 131-135.—3 dials were studied: a semi-circular upright, a semicircular inverted, and a circular dial. 10 subjects made a total of 4,100 judgments at 5 exposure times. Error scores were used for significance tests. Shape of dial, sector location of pointer, and upper vs. lower semicircular halves showed no significant differences as sources of error. Significantly fewer errors were made at pointer settings corresponding to 9, 12, 3, and 6 o'clock positions. The authors conclude that these positions should be used for critical reading regions in constructing dials, and that "... factors other than errors may be considered in the choice of a dial from among the three types studied here."—(H. W. Daniels).

1659. Smith, J. H. **Social aspects of industrial change.** *Occup. Psychol., Lond.*, 1953, 27, 80-88.—This is a preliminary presentation and discussion of the research conducted on the significance of changes in nationalized industries, and deals specifically with London Transport, the oldest of the nationalized industries. It is felt that these studies are the interest of various disciplines, and that many features are psychological. It is suggested that the psychologist devote more time to study of individual adaptability.—(G. S. Spear).

1660. Smith, Patricia Cain. (Cornell U., Ithaca, N. Y.) **The curve of output as a criterion of boredom.**

J. appl. Psychol., 1953, **37**, 69-74.—The purpose of the study was "...to investigate the relationship between the experience of boredom and changes in rate of output or shape of production curves for industrial workers." On the basis of interview and questionnaire replies, 2 groups of 8 women each were classified as to the degree to which they experienced boredom. The groups were operating power sewing machines. Stable individual differences in speed, output, variability of production, etc., were noted but these differences showed no consistent relationship to the reports of the workers about their feelings of boredom.—(H. W. Daniels).

1661. Stör, F. **Rationalisierung durch organische Betriebsgestaltung.** (Rationalization through organic shop structure.) *Mensch u. Arbeit*, 1953, **5**, 26-28.—New and highly productive machinery will not solve shop organization problems but calls for even more attention to planning and methods. Critical points include flow of raw materials through pre-processing to production, worker training, and determining the accuracy of front office plans by checking them against actual production.—(S. Adams).

1662. Webb, Wilse B., & Jones, Edward R. (Washington U., St. Louis, Mo.) **Some relations between two statistical approaches to accident proneness.** *Psychol. Bull.*, 1953, **50**, 133-136.—"1. Two methods of estimating the theoretical extent of 'accident proneness' may be derived from essentially independent assumptions. One, the analysis of variance technique, makes its assumptions concerning the sub-distributions of the obtained data. The other, the binomial correlational method, assumes a chance distribution of accidents for any subject between two periods of operation. 2. Operationally, the two methods yield identical estimates. 3. Mathematically, the identity of the methods may be shown. 4. Theoretically, many of the arguments concerning the relative merits of the two methods must become suspect. 5. Practically, the results indicate that the choice of the two methods outlined becomes dependent only upon convenience, ease of conceptualization, or personal preference."—(M. R. Marks).

1663. Wyatt, S. **A study of output in two similar factories.** *Brit. J. Psychol.*, 1953, **44**, 5-17.—"This article gives an account of the amount and probable cause of differences in output observed in the manufacture of prefabricated concrete houses in two separate factories under the same general management." Although the factories were comparable physically, production in one plant was, for about a year, approximately 70% higher than in the other, the appearance of the difference coinciding with the introduction of group bonus systems in the two factories. Possible contributory factors for the production discrepancy included, (1) differences in the level of the bonus standard and in the way in which the bonus system was introduced to the workers, and (2) differences in the age, health, level of training and amount of time spent in travel to and from work for the two groups.—(L. E. Thune).

(See also abstracts 99, 314, 405, 628)

Business & Commerce

1664. Bills, Marion A., & Taylor, Jean G. (Aetna Life Affiliated Cos., Hartford, Conn.) **Over and under achievement in a sales school in relation**

to future production. *J. appl. Psychol.*, 1953, **37**, 21-23.—A group of 91 beginning life insurance salesmen who received a score of "A" on the Life Insurance Scale of Strong's *Vocational Interest Blank* and a score of "A" on the *Aptitude Index* were studied. Chi square tests showed those with higher achievement than predicted in "basic school" compared to those with lower achievement to: (1) remain with the company longer, (2) produce more paid premiums, and (3) be promoted to supervisory positions oftener.—(H. W. Daniels).

1665. Hackl, K. **Die Packung als psychologisch richtiger und erfolgreicher Verkaufshelfer.** (Packaging as a psychologically correct and effective aid to sales.) *Mensch u. Arbeit*, 1953, **5**, 18-21.—Good packaging is an aid to sales; the customer sees the package, not the goods. Proper packaging is an aid to handling. A good package should be pleasing to the touch, as well as having attractive shape and color. Cites researches of Franken in the United States on preference for package colors.—(S. Adams).

1666. Kunnath, Jerome G., & Kerr, Willard A. (Illinois Inst. Tech., Chicago.) **Function analysis of thirty-two American corporate boards.** *J. appl. Psychol.*, 1953, **37**, 65-68.—21 aspects of corporate board functioning were investigated by questionnaire survey (the "Industrial Board Member Survey"). Frequencies of consideration by the 32 boards of these aspects were related to 7 referent variables using tetrachoric correlations: (1) metropolitan location of the firm, (2) number of persons on the board, (3) size of the organization, (4) extent of board membership overlap with management personnel, (5) heavy or light industry, (6) mean age of board members, and (7) board members' responsibilities on other boards.—(H. W. Daniels).

1667. Laird, Donald A., & Laird, Eleanor C. **Practical sales psychology.** New York: McGraw-Hill, 1952. xii, 291 p. \$4.00.—This is a popular book on salesmanship, largely inspirational in character and written in the chatty style the authors feel salesmen are used to and expect. There are 5 main parts: How the new-style salesman developed; The first fundamental: make it a friendly situation; The second fundamental: help the customer feel important; The third fundamental: inspire trust; and The fourth fundamental: make it easy for the customer to decide.—(R. W. Husband).

1668. Prothro, E. Terry. (American U., Beirut, Lebanese Republic.) **Identification of American, British, and Lebanese cigarettes.** *J. appl. Psychol.*, 1953, **37**, 54-56.—50 male students at the American University of Beirut were asked to discriminate among two British, two Lebanese, and two American brands of cigarettes. Each brand was identified more frequently than chance; 60% of all attempts were correct. Non-preferred brands were identified as correctly as were preferred brands.—(H. W. Daniels).

1669. Rush, Carl H., Jr. (Ohio State U., Columbus.) **A factorial study of sales criteria.** *Personnel Psychol.*, 1953, **6**, 9-24.—Since success in selling is a complex criterion, effective selection will be facilitated by a knowledge of the basic skills involved. A factor analysis of three types of criterion measures (supervisor ratings, sales records, sales school grades) on 100 office machinery salesman revealed four performance factors. Multiple correlations with a group of predictor variables, computed

for each of the factors, were sufficiently high to suggest that differential prediction of the multiple criteria of sales success is both feasible and desirable.—(A. S. Thompson).

1670. **Seashore, Harold G.** (Psychological Corp., New York.) **Validation of clerical testing in banks.** *Personnel Psychol.*, 1953, 6, 45-56.—Four research studies on the validation of clerical tests for bank personnel are described and the practical difficulties in research in an operational situation pointed out. Positions included bookkeeper, teller, clerk, typist, and adding machine operator. Tests included SRA Clerical, General Clerical, Wonderlic Personnel, Otis, Minnesota Clerical, Hay Name Finding, Alpha Number Series. In the absence of carefully replicated experiments, test validity will have to "emerge from careful work with rather small samples from individual companies under well-described conditions."—(A. S. Thompson).

1671. **Wallace, S. Rains, Jr., & Twichell, Constance M.** (Life Insurance Agency Mgmt. Assoc., Hartford, Conn.) **An evaluation of a training course for life insurance agents.** *Personnel Psychol.*, 1953, 6, 25-43.—An experimental group of life insurance agents who had taken a one-year training program at the Life Insurance Marketing Institute were matched with a control group. Criteria of job performance were termination rate and monthly production. Significant differences in both termination rate and monthly production favored the experimental group. The greatest contribution of the course lay "in salvaging men who have been relatively poor producers in their first or second quarters and who would otherwise fail." A statistical note is appended.—(A. S. Thompson).

1672. **Weitz, Joseph, & Nuckols, Robert C.** (Life Insurance Agency Management Assn., Hartford, Conn.) **A validation study of "How supervise?"** *J. appl. Psychol.*, 1953, 37, 7-8.—A modified version of the test, "How Supervise?", suitable for insurance district managers was administered by mail to 83 managers. 78 returned completed forms. Scores were related to sales volume, terminations, turnover, and persistency of business sold, and educational level. In the last instance more significant *r*'s than expected by chance were found. The authors conclude that the only thing this test seems to relate to is educational (intelligence?) achievement.—(H. W. Daniels).

(See also abstract 1479)

Professions

1673. **Barbara Ann, Mary.** (St. Louis U., Mo.) **Ninety-nine general duty nurses say—.** *Amer. J. Nurs.*, 1953, 53, 59-61.—The author sent out 223 questionnaires, of which 105 were returned, and 99 used. The more comprehensive areas dealt with (1) information about the general duty nurse herself; (2) personnel policies in the hospital where she practiced; (3) significant factors concerning interpersonal relationships in the practice of general duty nursing; (4) relationship of the general duty nurse to her state association; (5) each nurse's personal listing of the things which she felt caused the most unhappiness and dissatisfaction among general duty nurses. Complete discussions of points (1) and (5) follow. Psychological aspects of the problems of general duty nurses reveal causes of unhappiness among their group.—(S. M. Amatora).

1674. **Bierman, Howard O., McClelland, James N., & Galloway, David W.** (U. California Sch. Med., San Francisco.) **Assessment of student knowledge on the subject of cancer.** *J. med. Educ.*, 1952, 27, 272-277.—An achievement test in the subject matter of cancer is being used to assess the effectiveness of instruction in medical schools. Group validity is demonstrated by the finding of significant differences in mean scores for consecutive pairs of the following groups: premedical, freshman, sophomore, junior, senior, postgraduate, and faculty. Data are presented showing school and class variations for a two-year period. Gains over this period were consistent only for the junior classes. Knowledge of subject matter of senior medical students is discussed; the seniors are well informed in some areas, but inadequately informed in others. These data and the data from subsequent years should aid medical schools in improving instruction in cancer.—(S. Counts).

1675. **Case, Harry W.** (U. California, Los Angeles.) **An analysis of engineering entrance examinations.** *J. appl. Psychol.*, 1953, 37, 42-45.—Correlations were obtained for a special abilities test battery (the Pre-Engineering Inventory), achievement tests, certain subject areas, and semester grades for engineering students (*N*'s were 144 to 444). The Pre-Engineering Inventory showed consistent correlation with the grades from the first 4 semesters of work, but no clearly defined areas of relationship with specific subject areas was noted. Correlations with grades averaged for the first 4 semesters ranged from .23 to .56 for the subtests of the Inventory, from .33 to .65 for achievement tests administered at the end of the sophomore year. The achievement tests showed greater differential value among subject areas.—(H. W. Daniels).

1676. **Field, Mark G.** (Harvard U., Cambridge, Mass.) **Structured strain in the role of the Soviet physician.** *Amer. J. Sociol.*, 1953, 58, 493-502.—Evidence from former Soviet physicians and Soviet citizens and from other sources indicates the nature of stresses and strains essential to the role of the Soviet physician. One of the chief sources of these stresses is in the tendency of healthy individuals to malingering or request medical dispensations on non-medical grounds while the state applies pressure to maintain an adequate level of health and restrict medical dispensations granted. These stresses are not necessarily inherent in a system of state-financed medical care but are rather the reflection of certain features of Soviet society.—(D. L. Glick).

1677. **Furtado, Diogo.** (U. Lisbon, Portugal.) **A coação psicológica perante o Direito.** (Psychological coercion before the law.) *J. brasil. Psiquiat.*, 1952, 1(13) 77-109.—Review is made of means used from ancient times to the present in order to reduce consciousness in order to obtain confession. Special consideration of the controversy over the legality of use of Horsley's narco-analysis (1932) for gaining information. English and French summaries.—(F. C. Sumner).

1678. **Havron, M. Dean, & Courtney, D.** (Inst. Res. Hum. Rel., Philadelphia, Pa.) **A design for a study of nursing care and patient welfare.** Philadelphia, Pa.: Institute for Research in Human Relations, 1951. 115 p. (Ser. 1951 - Rep. No. 6).—This is a research design presented in some detail for research in 7 criterion areas of patient welfare. The findings are

to be used as the criteria of different levels of nursing care. A survey of relevant nursing research, outlines of the predictor variables, as well as the criterion variables are included in the report. The appendices contain samples of preliminary nurse interview data, using previously developed criterion forms as indicators of patient welfare.—(D. Courtney).

1679. Healy, Irene, & Borg, Walter R. (U. Texas, Austin.) **The vocational interests of nurses and nursing students.** *J. educ. Res.*, 1953, 46, 347-352.—The Kuder Preference Record, Form C, was given to graduate nurses and to freshmen students both in hospital schools of nursing and collegiate schools of nursing. Compared with women in general graduate and student nurses had high scores in social service and scientific interests and low scores in clerical interest. Differences among the different groups of nurses were small. The nursing students will be given continued study to determine whether their interests change and how interests are related to success in school.—(M. Murphy).

1680. Heidgerken, Loretta. (Catholic U. Amer., Washington, D. C.) **The nursing student evaluates her teachers.** *Nurs. Res.*, 1952, 1(2), 40-41.—Senior students of nursing in 37 selected schools of nursing in 21 states were asked to evaluate all teachers they had had during their nursing school experience. Purpose of the study was: (1) To determine the nursing student's opinion regarding qualities of teachers and teaching activities they consider important; (2) to compare qualities of teachers and teaching activities in nursing education with those of the general college; and (3) to develop a rating scale which can be used for the evaluation of teaching in the school of nursing.—(S. M. Amatora).

1681. Ingmire, Alice E. **Attitudes of student nurses at the University of California.** *Nurs. Res.*, 1952, 1(2), 36-40.—The attitudes that may influence the progress of the student nurse were investigated. A summary of major findings is given under 4 parts: (1) The attitudes common among student nurses relative to the attitudes measured; (2) Differences in attitudes between first, second, and third year students; (3) Significant patterns of attitudes; and (4) Implications of the study regarding such items as personnel policy, school organization, selection of applicants, selection and preparation of teaching personnel, etc.—(S. M. Amatora).

1682. Kalkman, Marion E. (U. California, Berkeley.) **The development of leadership in nursing.** *Amer. J. Nurs.*, 1953, 53, 312-315.—After a resume of the emotional factors related to leadership in general, the author discusses those factors peculiar to the development of leadership in the nursing profession.—(S. M. Amatora).

1683. Schofield, William. (U. Minnesota, Minneapolis.) **A study of medical students with the MMPI: III. Personality and academic success.** *J. appl. Psychol.*, 1953, 37, 47-52.—Selected groups of medical students from the upper (N=11) and lower (N=11) quarters of the junior class, matched for scholastic aptitude as measured by the ACE, were studied for similarities and differences on the MMPI. Differences negatively related to the honor point ratio were noted in the Hy, Pd, and Sc scales.—(H. W. Daniels).

1684. Schuler, Edgar A., Mowitz, Robert J., & Moyer, Albert J. (Wayne U., Detroit, Mich.) **Medical**

public relations. Detroit, Mich: Authors, 1952. xiv, 228 p.—A report of medical public relations in Toledo and Lucas County, Ohio. Three populations were sampled: (1) physicians; (2) community leaders; and (3) general public. The physicians favored the public relations program, thought the most valuable service offered was the "emergency help in locating a doctor," and believed many additional services relative to ethical practice are effectively handled through the Professional Relations Committee of the Academy. In a similar fashion a study of the reactions of lay leadership exposed areas of more or less general satisfaction. This resulted in a caution to the medical professional group to set their house in order and discipline their peers who fail to properly regard the public.—(M. A. Seidenfeld).

1685. Stacey, Chalmers L. (Syracuse U., N. Y.), & Goldberg, Herman D. **A personality study of professional and student actors.** *J. appl. Psychol.*, 1953, 37, 24-25.—Guilford's Inventory of Factors STDCR and the Guilford-Martin Personnel Inventory were administered to 3 groups: (1) 74 professional actors, (2) 30 students of speech and drama who had appeared in university productions, and (3) 100 students of speech and drama who had not appeared. Student actors who had appeared showed scores significantly different from the professionals in 2 of 8 personality areas. The student actors who did not appear showed 4 areas to be significantly different, but no significant differences appeared when the 2 groups of students were compared.—(H. W. Daniels).

(See also abstracts 746, 1566, 1626)

UNPUBLISHED THESES

(Copies available through inter-library loan)

1686. Anderson, Dorothy Vivien. **The effect of relaxation on the recall of nonsense syllables, words, and poetry.** 1953, Ph.D., U. California Los Angeles.

1687. Arnold, DeVere George. **Attitude toward authority and sociometric status as factors in productivity and job satisfaction.** 1951, Ph. D., U. California Los Angeles.

1688. Batterton, Robert Leslie. **An experimental investigation of "spontaneous" alternation in human guessing behavior.** 1953, Ph.D., U. California Los Angeles.

1689. Berdy, Edwin Martin. **The effect of the frustration of a primary need on the creation of anxiety.** 1953, Ph.D., U. California Los Angeles.

1690. Bernstein, Ben. **Generalization of reinforcement among responses made to synonymous words.** 1952, M. A., U. Missouri.

1691. Bills, Norman. **The personality structure of alcoholics, homosexuals, and paranoids as revealed by their responses to the Thematic Apperception Test.** 1953, Ph.D., Western Reserve U.

1692. Bloomingdale, Eileen Grace Crutchlow. **Psychological aspects of essential dysmenorrhea.** 1953, Ph.D., Harvard U.

1693. Bortner, Rayman. **Maturity in fantasy.** 1953, Ph.D., Western Reserve U.

1694. Buehler, John Arthur, Jr. **Change in appropriateness of affective responses as a function of prior affective responses.** 1952, Ph.D., U. California.

1695. Calogeras, Roy C. Relationship of ethnic group, income level, study area, and sex to measured patterns of interest. 1952, M. A., U. Hawaii.
1696. Caron, Herbert Sidney. Expressive and adaptive similarities between parent and child: a study of identification. 1953, Ph.D., Harvard U.
1697. Carper, James W. A comparison of the reinforcing value of a nutritive and non-nutritive substance under conditions of specific and general hunger. 1953, Ph.D., Johns Hopkins U.
1698. Cartwright, Robert Wendell. The influence of dominant and submissive tendencies on the perceptual reactions of psychiatric cases and normals. 1952, Ph.D., U. California Los Angeles.
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Review of Scientific Instruments
Schweizerische medizinische Wochenschrift
U. S. Armed Forces Medical Journal

Errata: The author of the article abstracted in entry number 4991, July 1953, is Robert S. Davison.

The abstract of the Knights' "A modern introduction to psychology" in entry number 6849, October 1953, should read: "...has been revised primarily with respect to bibliographical references."

The *Individual Psychology Bulletin* changed its title to *American Journal of Individual Psychology* with volume 10, 1952-53.

The *Bulletin, National Institute for Personnel Research, Johannesburg* changed its title to *Journal of the National Institute for Personnel Research, Johannesburg*, with volume 5, number 1, 1953.

To aid in its identification, we have revised the abbreviation of the *Training Analysis and Development Informational Bulletin* from *Inform. Bull.* to *Train. Anal. Developm. Inform. Bull.*

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